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ABSTRACT

This handbook provides guidelines for administrators and teachers for establishing classes that emphasize individualized programed learning. The suggestions are primarily for use in community adult school classrooms of standard size. Some of the "hows" of setting up the program are: (1) the utilization of the classroom (space, size, and furniture); (2) organizing a good recordkeeping system (student folders, course materials, tests and answer keys, and supplemental materials); (3) putting together the learning materials (course outlines and course segments); (4) providing student enrollment and placement; (5) how to spend your dollars; (6) the changing role of the teacher (as a counselor, test administrator,tutor, supervisor and bookkeeper, and curriculum specialist; and (7) how to evaluate your program (through checklists and flow charts). Appendixes provide further detailed help on district approved courses in programed instruction, courses not listed, adult schools with individualized learning centers, lists of publishers and vendors of instructional materials and equipment, samples of diagnostic placement tests, reading surveys, test publishers, budget priorities for learning centers, professional references, and a sample program to introduce programed instruction to new students. (BP)

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THE END

result of this handbook is to encourage you to try some learning center ideas – in action

LEARNING CENTER IDEAS IN ACTION

This handbook is designed for those working in the Community Adult School. Its basic structure, however, can be used in secondary schools.

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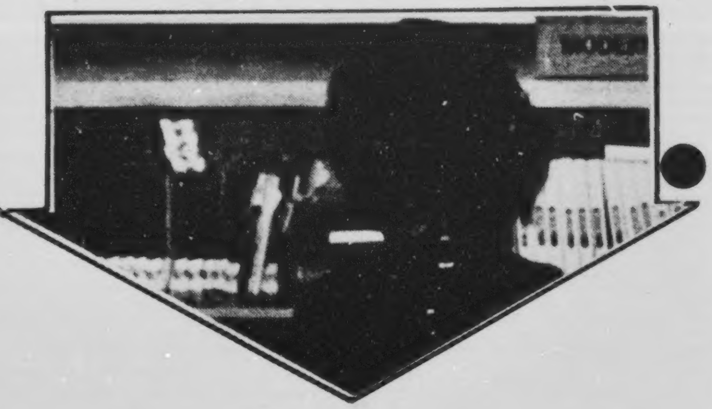
LOS ANGELES UNIFIED SCHOOL DISTRICT

“... **INDIVIDUALIZED LEARNING** IS ... ANOTHER **DIMENSION** THAT CAN BE USED TO ADVANTAGE IN THE COMMUNITY ADULT SCHOOL PROGRAM.”



FOREWORD

Requests from teachers and administrators have indicated a need for a procedural handbook on how to organize a multimedia individualized learning center. Characteristics of individualized instruction are its flexibility and adaptability. It permits open enrollment, progress of each student at his own learning rate and comprehension level, absence of time pressures, and a wide choice of materials. The Study Skills Centers that currently function in many community adult schools are built around individualized learning programs and materials.

This handbook provides some guidelines for administrators and teachers in establishing classes that emphasize individualized programed learning. Minimum requirements for getting started are listed as well as suggestions for expansion as the curriculum develops and the budget permits.

Individualized instruction is not a panacea for the slow learner nor a catch-all to solve every academic requirement. Rather, it is another dimension of instruction that can be used to advantage.

Although the suggestions in this handbook are primarily for use in community adult school classrooms of standard size, they can be adapted to meet the needs of the Work Incentive Program, Adult Basic Education, Regional Occupational Centers, and other programs and levels of the school system.

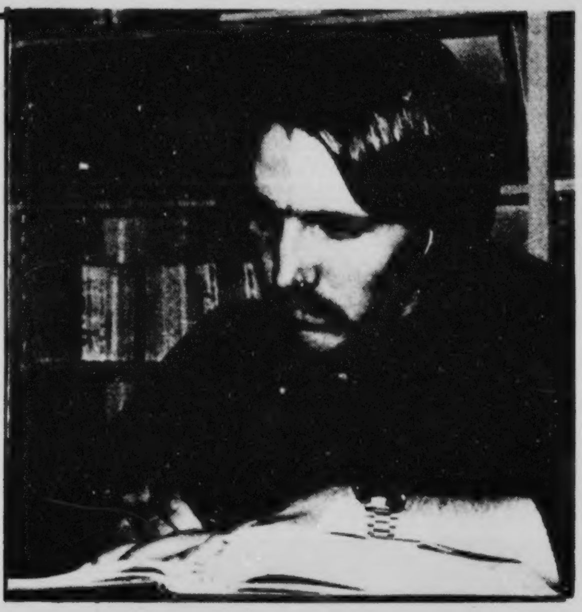
ABRAM FRIEDMAN
Assistant Superintendent
Division of Career and
Continuing Education

READING IMPROVEMENT
SLID
TRONICS

SUCCESS SUCCESS is urgent for the adult student

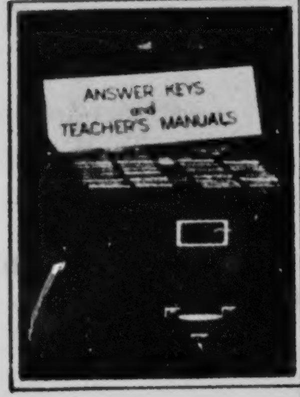
The adult student's time is valuable. His studies must meet his needs now. Widely varying educational backgrounds of adult learners necessitate a wide range of study materials to permit individualized learning.

THE MEANS JUSTIFIES THE___

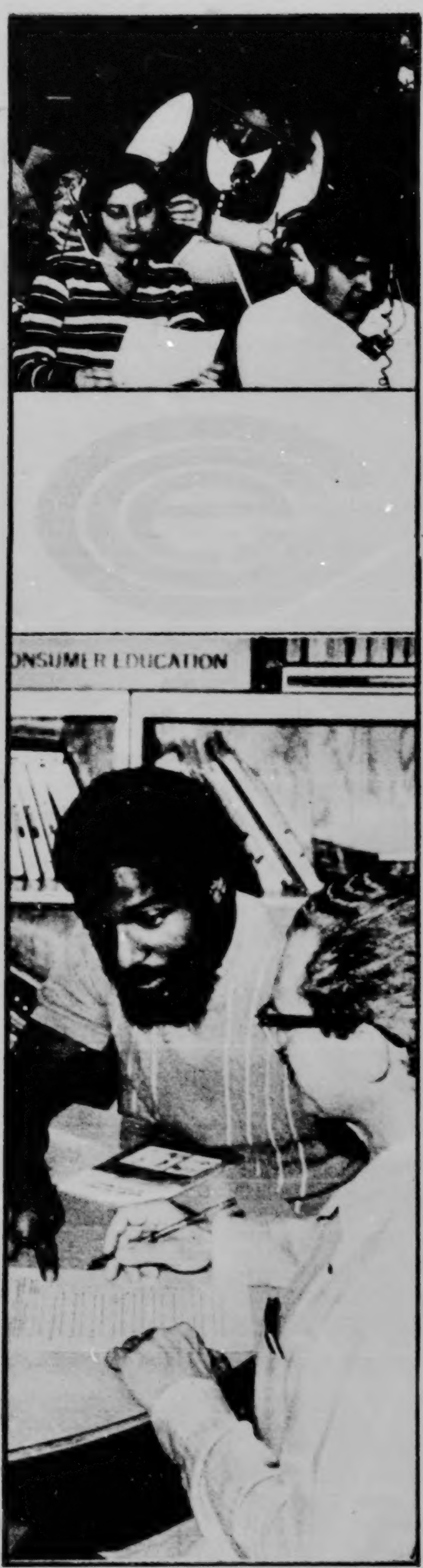


BEGINNING!

If you have an available room, locked storage facilities, a filing cabinet, a minimum of instructional material, and a willingness to get involved in new, exciting learning media, then **YOU** are **READY** to **BEGIN!**


ANSWER KEYS and TEACHER'S MANUALS

VERBS
READING
PUNCTUATION
ORGANIZING



LEARNING CENTER ideas IN ACTION

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Solve Room Riddles Page 2

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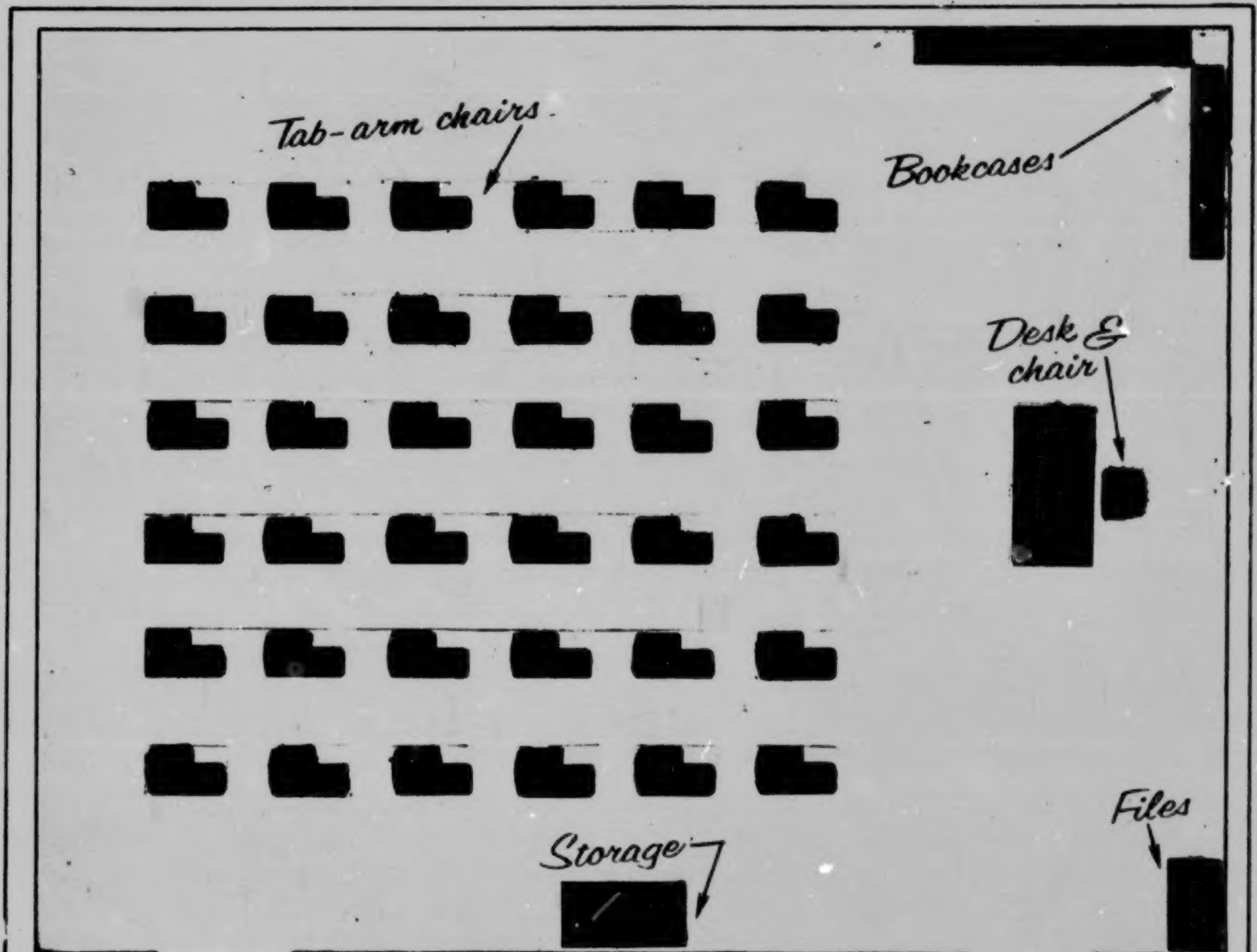
A District-Authorized P.I. Courses
B P.I. Courses Not Listed in Catalog of Authorized Subjects
C Individualized Adult Learning Centers
D Lists of Publishers and Vendors of Instructional Materials and Equipment
E Samples of Diagnostic Placement Tests
F Reading Surveys and Test Publishers
G Budget Priorities for Learning Centers
H Professional References
I Introduction to Programing

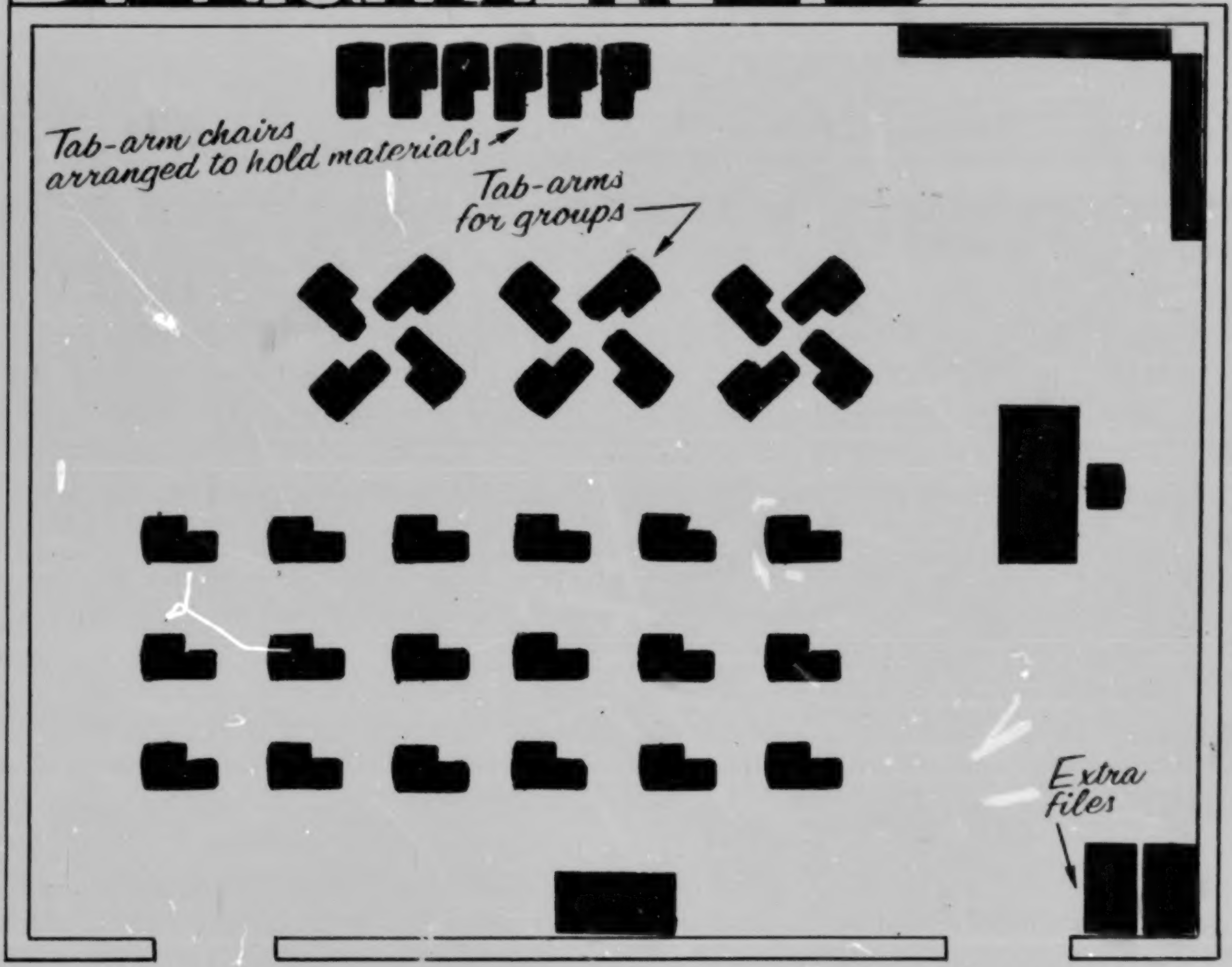
ROOM 1

WAYS TO SOLVE ROOM RIDDLES

BY DAY: A CLASSROOM _ _ _ BY NIGHT???


Tab-arm chairs
Bookcases
Desk & chair
Files
Storage

BY NIGHT: A LAB

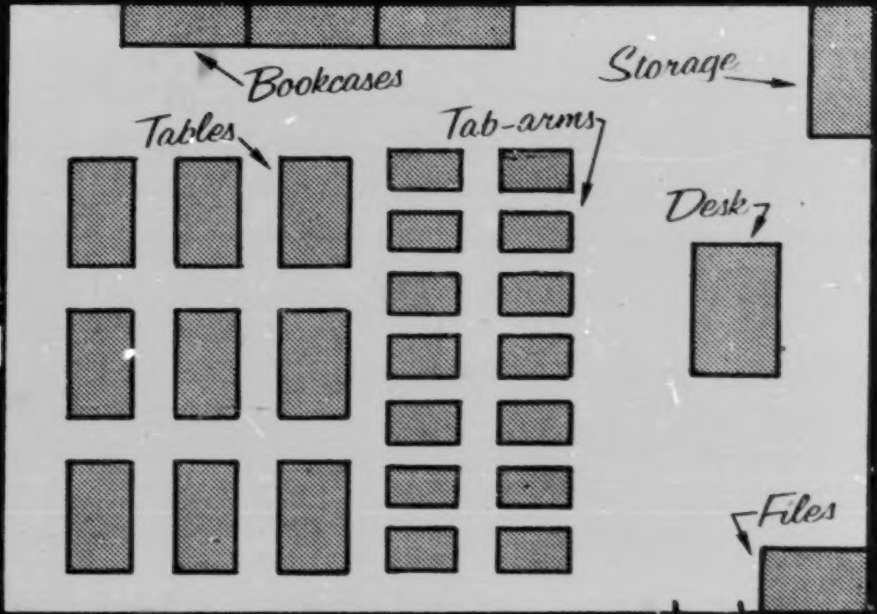

Tab-arm chairs arranged to hold materials
Tab-arms for groups
Extra files

In room layouts 1 and 2, it is assumed that the evening teacher is sharing a room with a day teacher and that access has been provided to a closet and or storage cabinet. Each evening teacher must place learning kits, audio-visual equipment, and materials on available counter space for the convenience of students. These materials must then be stored after each class session, and furniture must be moved back to its day positions.

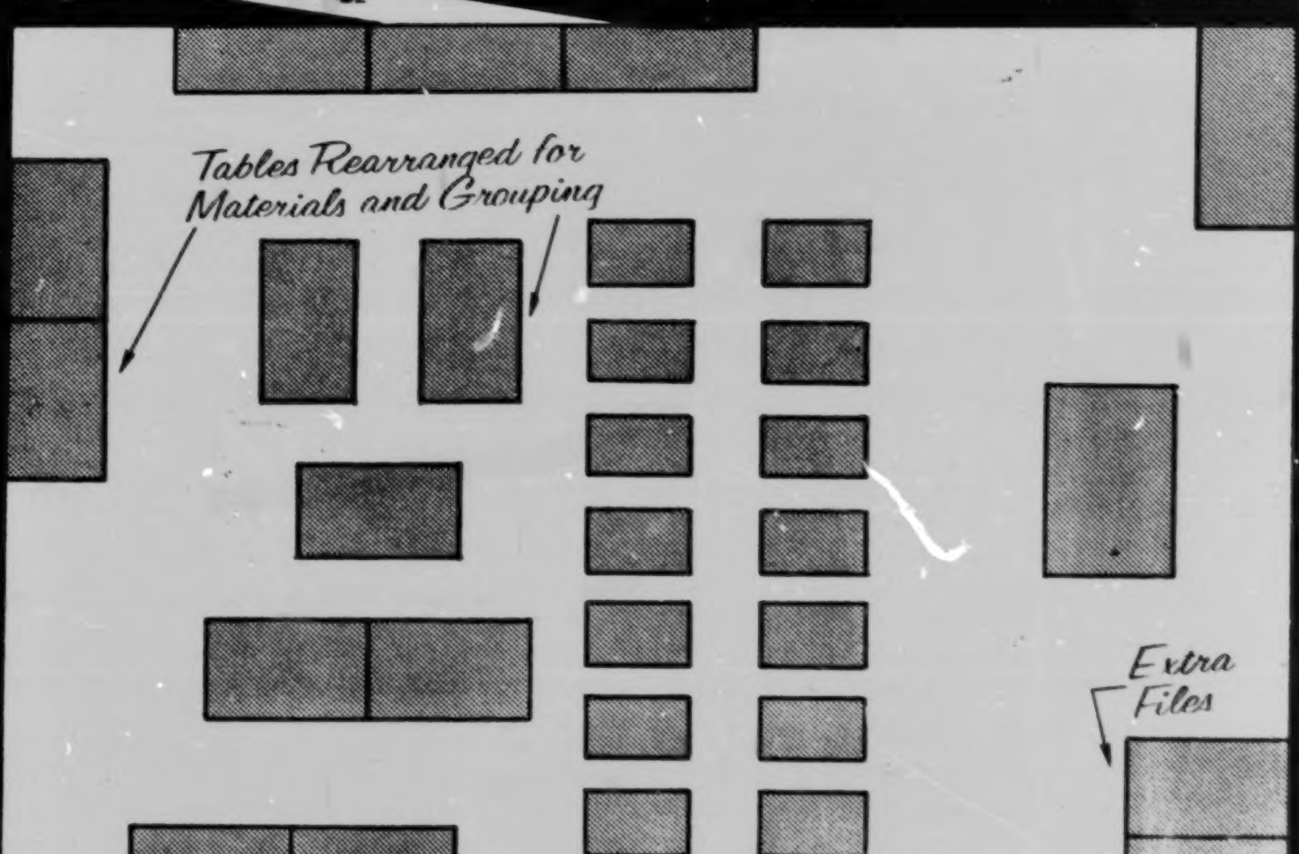
WHY WORK SERIES

ROOM 2: TWO TEACHERS, TOO!

day teacher's room arrangement

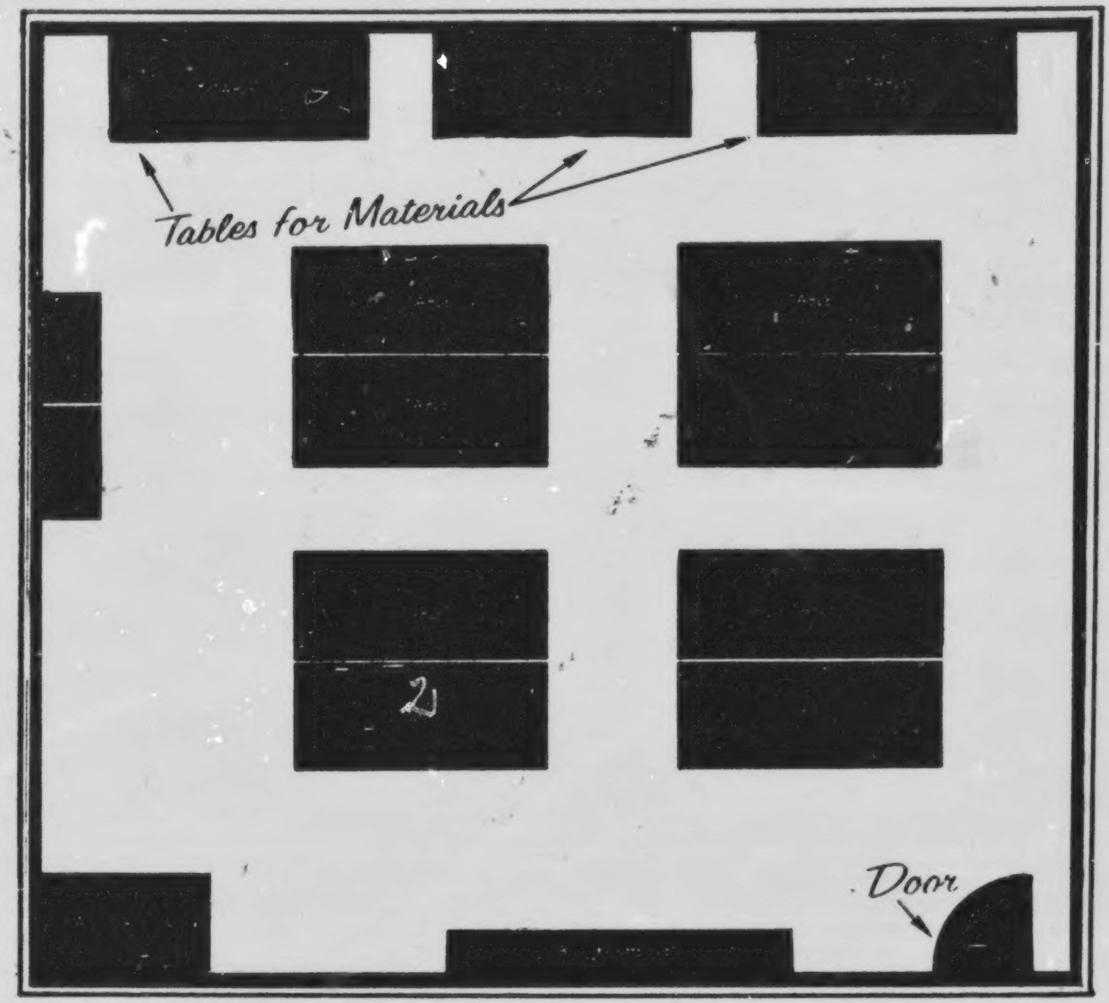

Bookcases
Storage
Tables
Tab-arms
Desk
Files

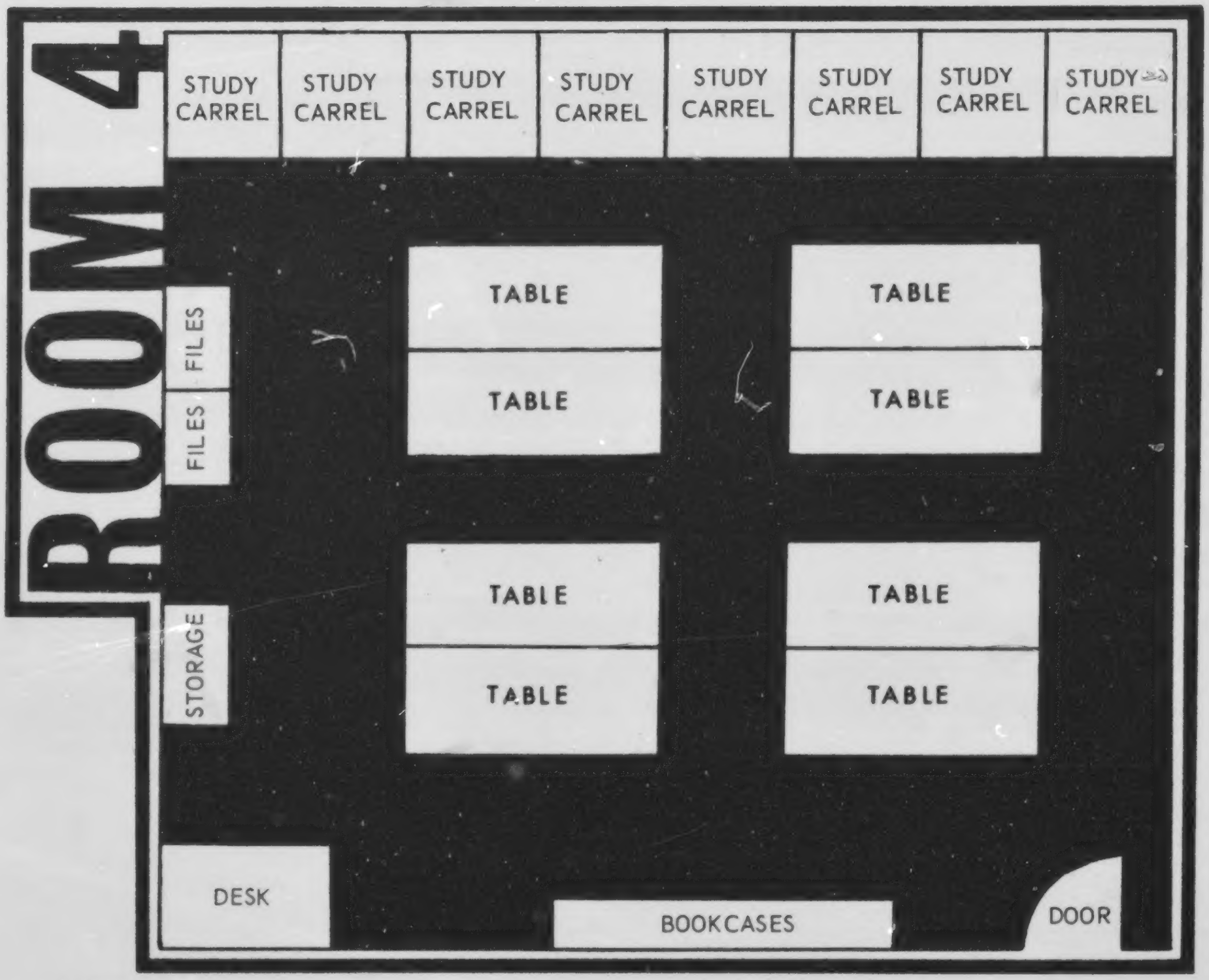
night teacher's room arrangement


Tables Rearranged for Materials and Grouping
Extra Files

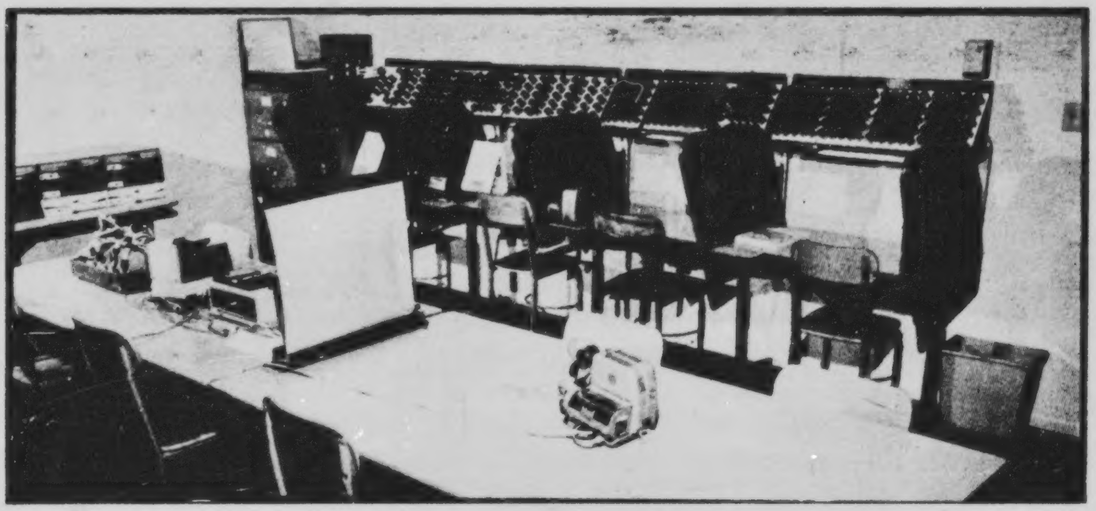
ROOM
3
a full time study lab

arranged to accommodate a maximum of 25 students with standard school furniture.


Tables for Materials
2
Door

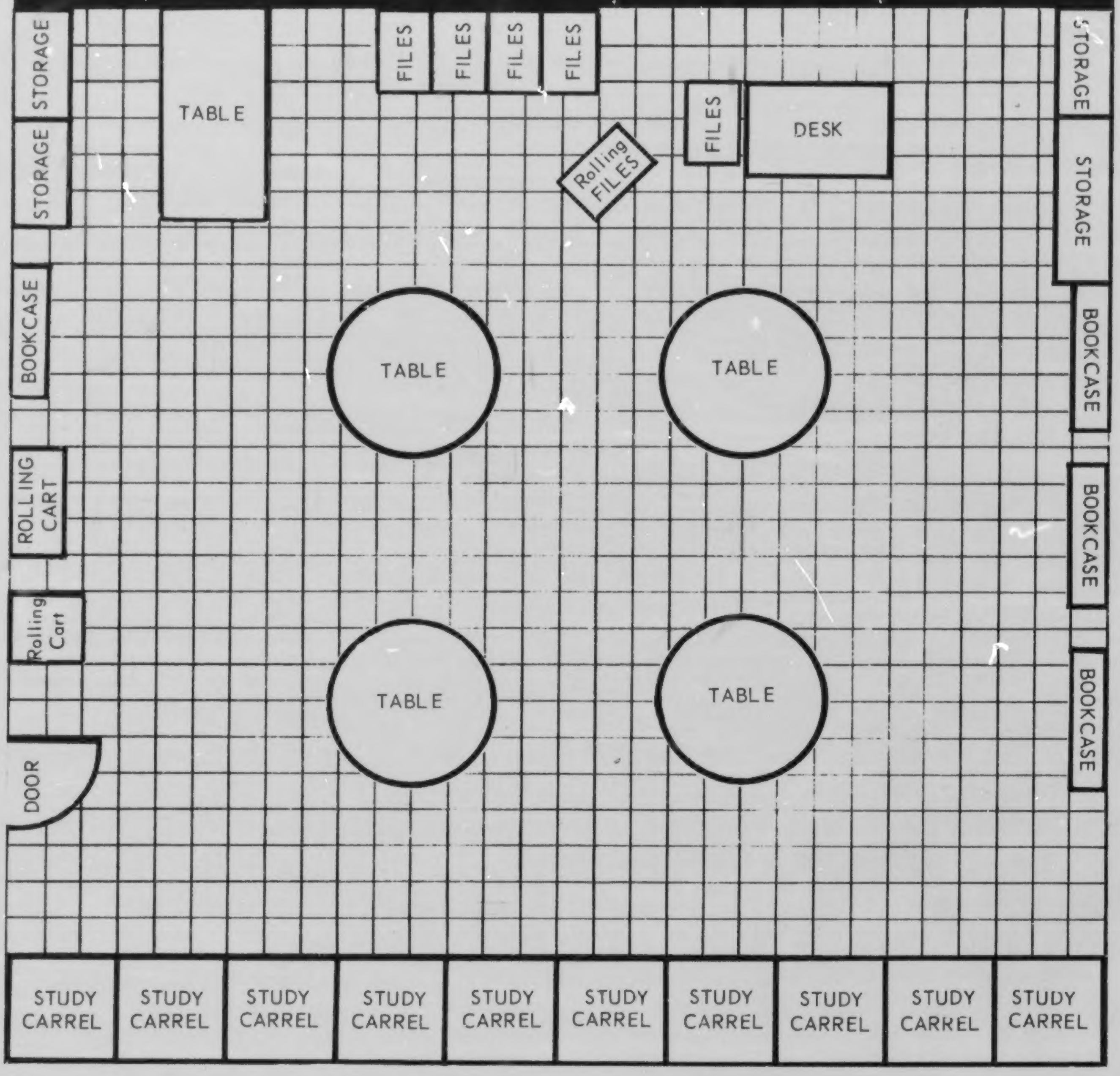

ROOM 4
STUDY CARREL
STUDY CARREL
STUDY CARREL
STUDY CARREL
STUDY CARREL
STUDY CARREL
STUDY CARREL
STUDY CARREL
FILES
FILES
STORAGE
TABLE
TABLE
TABLE
TABLE
TABLE
TABLE
TABLE
TABLE
DESK
BOOKCASES
DOOR

This layout shows a classroom of standard size, equipped with tables, 10 study carrels, shelves above carrels for storage of materials, a teacher's desk, filing cabinets, bookcases.



ROOM 5

A PERMANENT INDIVIDUALIZED LEARNING CENTER


STORAGE
STORAGE
TABLE
FILES
FILES
FILES
FILES
FILES
DESK
Rolling FILES
STORAGE
STORAGE
BOOKCASE
TABLE
TABLE
BOOKCASE
ROLLING CART
BOOKCASE
Rolling Cart
TABLE
TABLE
BOOKCASE
DOOR
STUDY CARREL
STUDY CARREL
STUDY CARREL
STUDY CARREL
STUDY CARREL
STUDY CARREL
STUDY CARREL
STUDY CARREL
STUDY CARREL
STUDY CARREL

Study Labs and Learning Centers accent the flexibility vital to individualized programed instruction.

The class of standard size is equipped with tables, 10 to 20 study carrels, storage shelves, a teacher's desk, filing cabinets, and bookcases.

NOW PLAN YOUR OWN ROOM

SCALE: 3/8 INCH = 1 FOOT

ARRANGING furniture

IDEAS IN ACTION

The scale of the graph opposite is 3/8 inch to one foot, and the cut-outs for typical pieces of furniture shown below are scaled the same way. Paste this page to a sheet of light cardboard before cutting out the pieces, and move your furniture around the easy way!

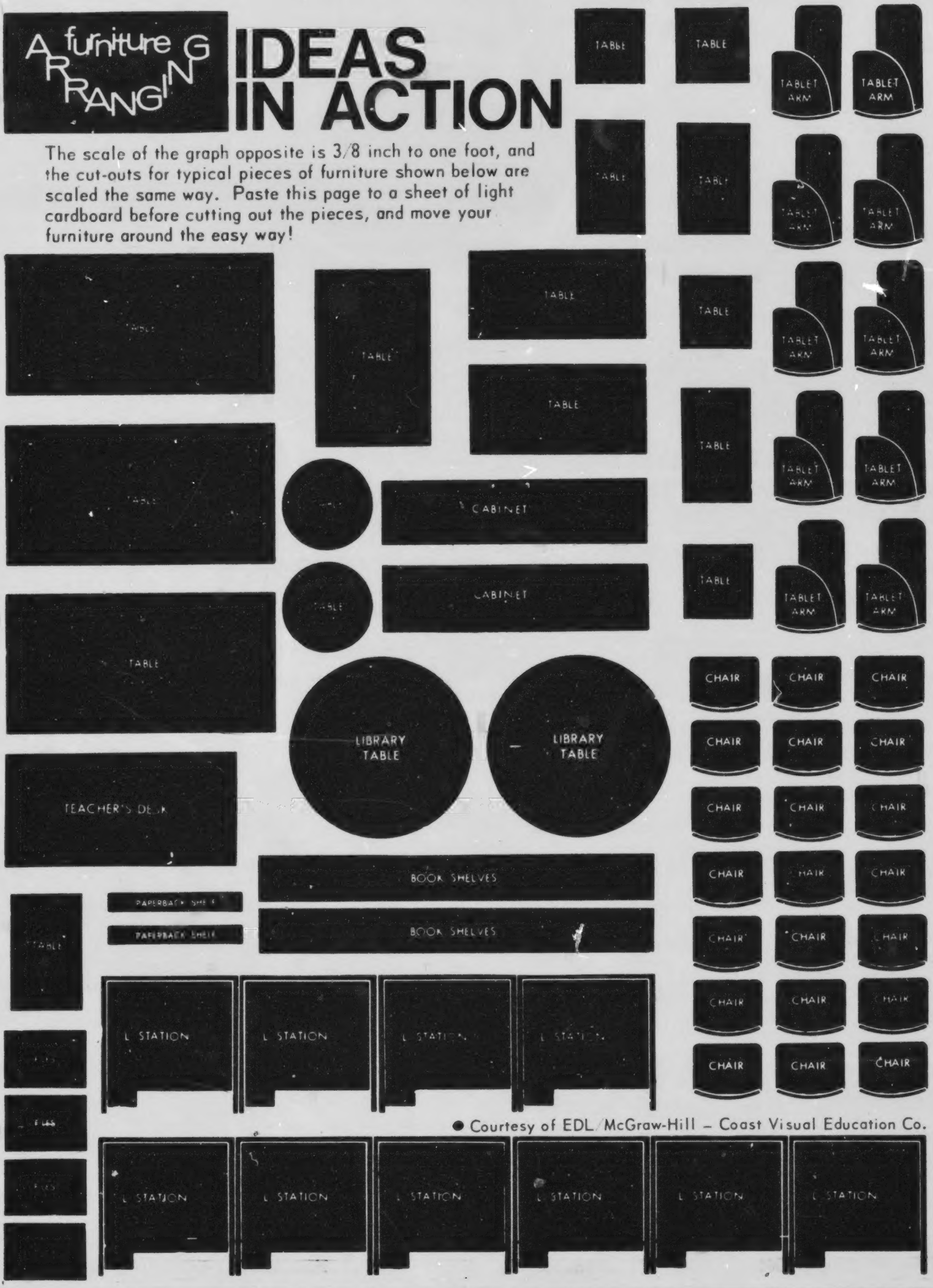


TABLE
TABLE
TABLET ARM
TABLET ARM
TABLE
TABLE
TABLET ARM
TABLET ARM
TABLE
TABLE
TABLE
TABLE
TABLE
TABLET ARM
TABLET ARM
TABLE
TABLE
TABLET ARM
TABLET ARM
TABLE
CABINET
TABLE
CABINET
TABLE
TABLET ARM
TABLET ARM
TABLE
LIBRARY TABLE
LIBRARY TABLE
CHAIR
TEACHER'S DESK
BOOK SHELVES
BOOK SHELVES
PAPERBACK SHELF
PAPERBACK SHELF
TABLE
FILES
FILES
FILES
L STATION
L STATION
L STATION
L STATION
L STATION
L STATION
L STATION
L STATION
L STATION
L STATION

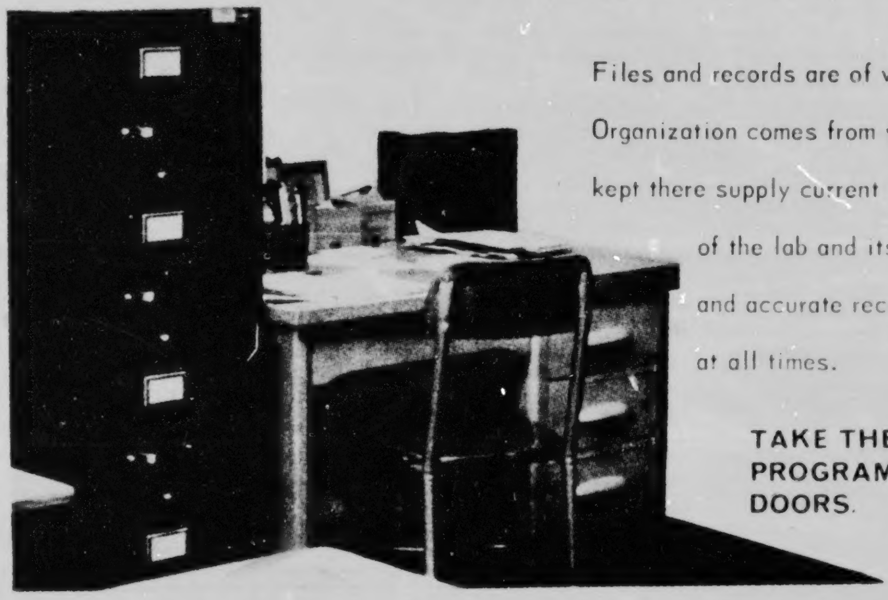
● Courtesy of EDL/McGraw-Hill – Coast Visual Education Co.

Ready, Camera, Action!

HERE'S WHERE IT'S AT

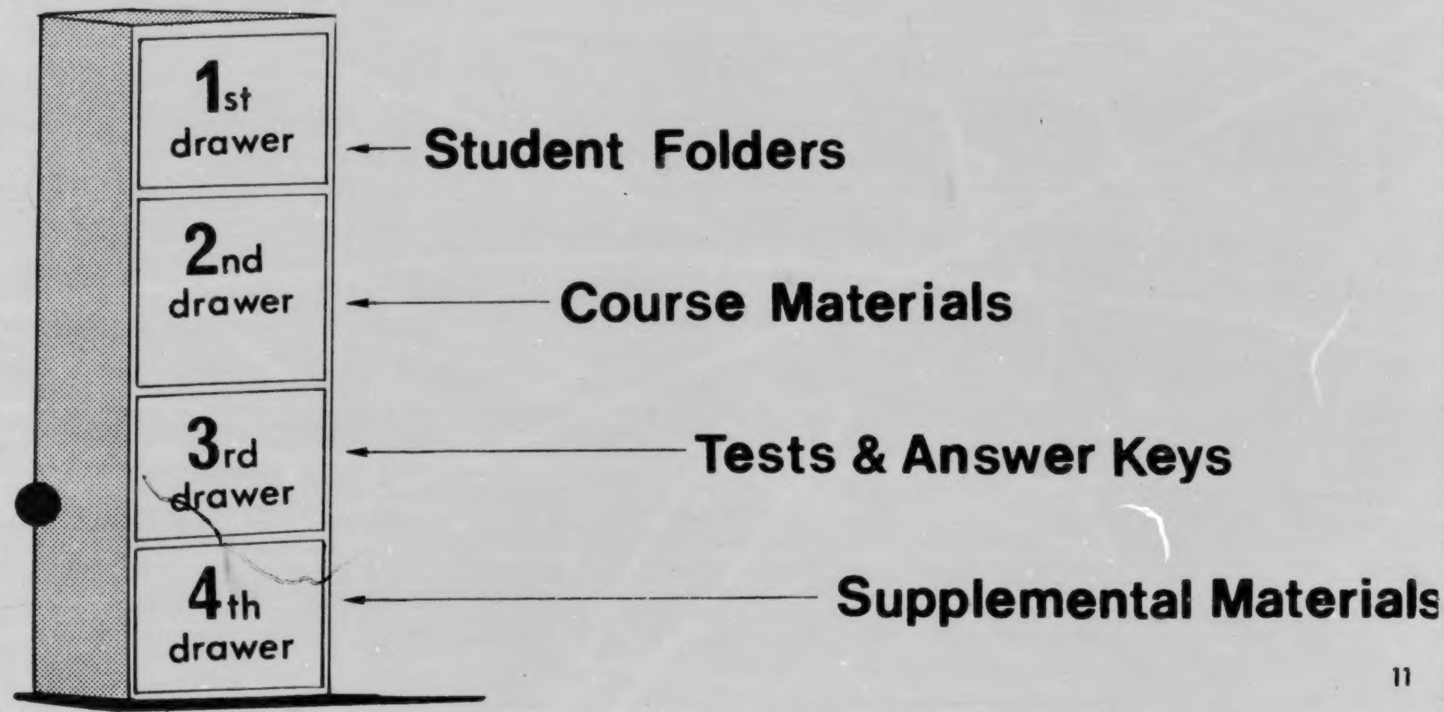
FILING

Get a four drawer filing cabinet with a key and... USE IT!



Files and records are of vital importance to a learning lab. Organization comes from your filing cabinet, and the records kept there supply current information regarding the progress of the lab and its students. A good filing system and accurate records keep a "labrarian" accountable at all times.

TAKE THE TIME TO ORGANIZE YOUR PROGRAM BEFORE YOU OPEN YOUR DOORS.



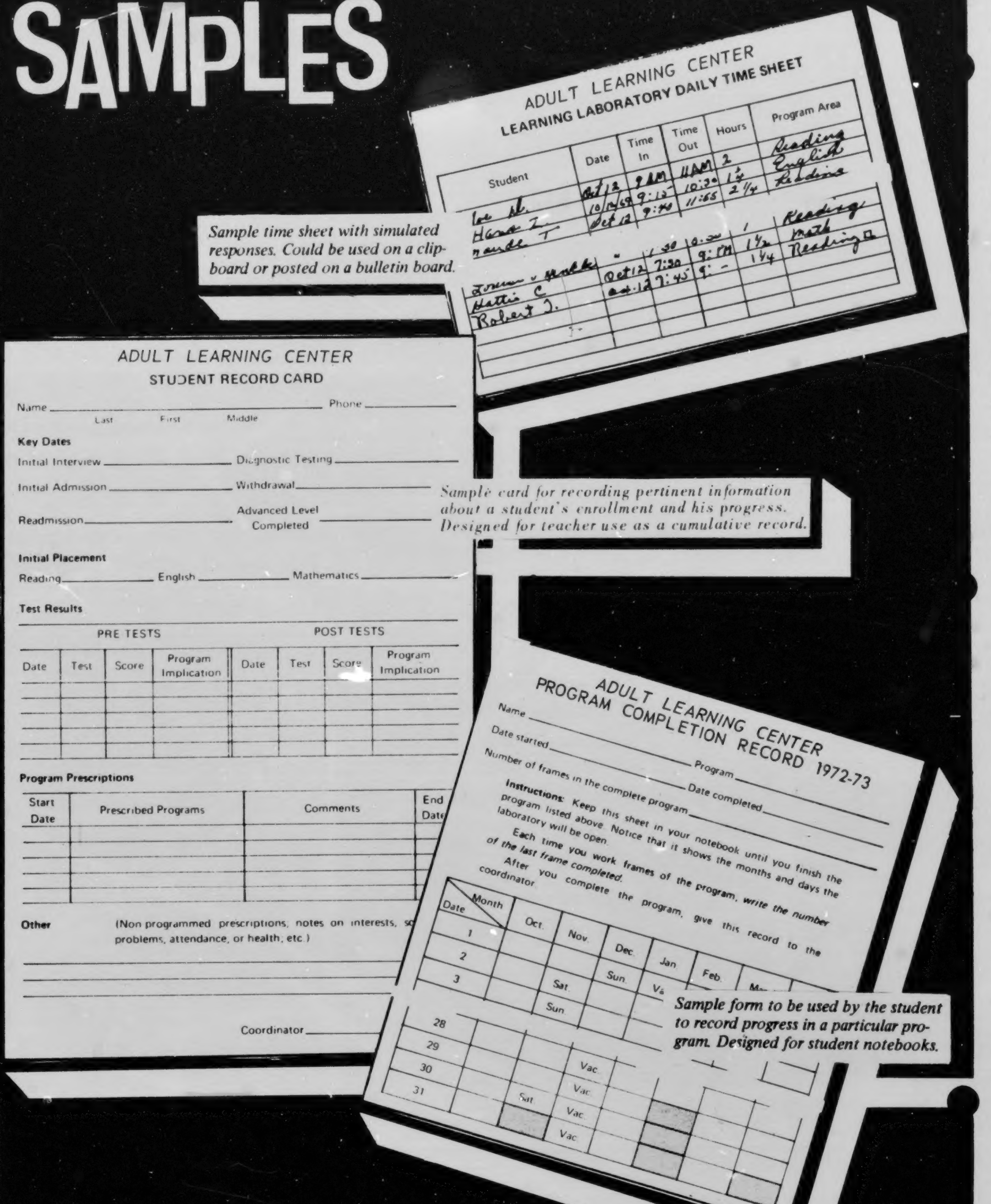
Student Folders

Course Materials

Tests & Answer Keys

Supplemental Materials

SAMPLES



ADULT LEARNING CENTER

LEARNING LABORATORY DAILY TIME SHEET

Student	Date	Time In	Time Out	Hours	Program Area
Joe M.	Oct 12	9 AM	11 AM	2	Reading
Hans I.	10/12/69	9:15	10:30	1¼	English
[illegible] T	Oct 12	9:40	11:55	2¼	Reading
Lorenzo [illegible]	"	1:30	0:30	1	Reading
Hattie C	Oct 12	7:30	9 PM	1½	Math
Robert J.	Oct 12	7:45	9 -	1¼	Reading

Sample time sheet with simulated responses. Could be used on a clipboard or posted on a bulletin board.

ADULT LEARNING CENTER

STUDENT RECORD CARD

Name ____________________ Phone ________
Last First Middle

Key Dates

Initial Interview ________ Diagnostic Testing ________

Initial Admission ________ Withdrawal ________

Readmission ________ Advanced Level Completed ________

Initial Placement

Reading ________ English ________ Mathematics ________

Test Results

PRE TESTS				POST TESTS			
Date	Test	Score	Program Implication	Date	Test	Score	Program Implication

Program Prescriptions

Start Date	Prescribed Programs	Comments	End Date

Other (Non programmed prescriptions; notes on interests, so problems, attendance, or health; etc.)

Coordinator ________

Sample card for recording pertinent information about a student's enrollment and his progress. Designed for teacher use as a cumulative record.

ADULT LEARNING CENTER

PROGRAM COMPLETION RECORD 1972-73

Name ________________

Date started ________ Program ________

Number of frames in the complete program ________ Date completed ________

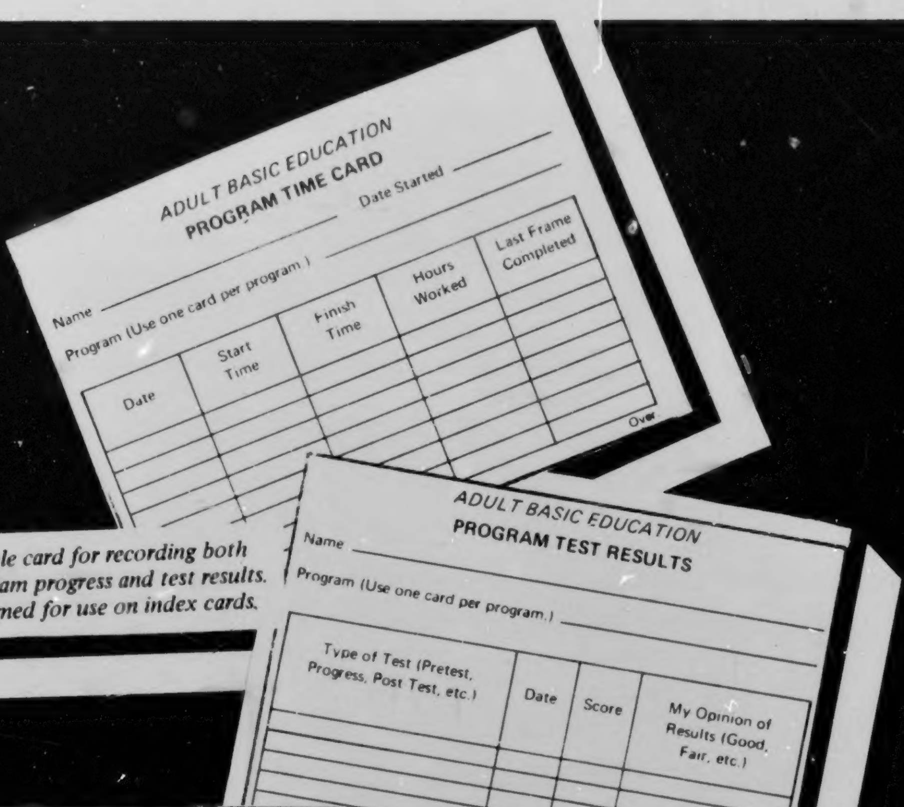
Instructions: Keep this sheet in your notebook until you finish the program listed above. Notice that it shows the months and days the laboratory will be open.

Each time you work frames of the program, *write the number of the last frame completed.*

After you complete the program, give this record to the coordinator.

Date \ Month	Oct.	Nov.	Dec.	Jan.	Feb.	Ma
1			Sun.	Va		
2		Sat.				
3		Sun.				
28			Vac.			
29			Vac.		▨	
30		Sat.	Vac.		▨	
31		▨	Vac.		▨	

Sample form to be used by the student to record progress in a particular program. Designed for student notebooks.



ADULT BASIC EDUCATION
PROGRAM TIME CARD

Name ____________ Date Started ____________

Program (Use one card per program.) ____________

Date	Start Time	Finish Time	Hours Worked	Last Frame Completed

Over

ADULT BASIC EDUCATION
PROGRAM TEST RESULTS

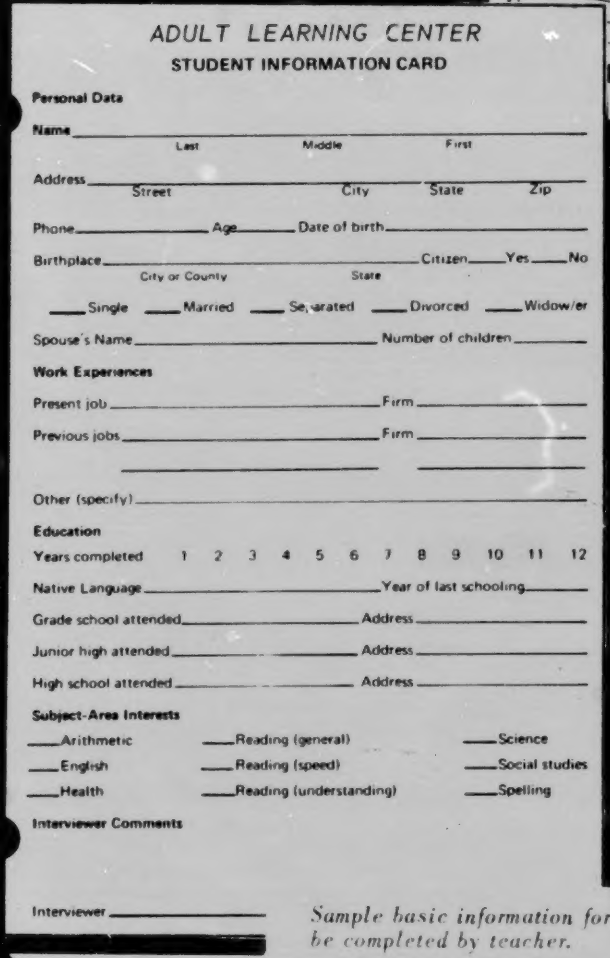
Name ____________

Program (Use one card per program.) ____________

Type of Test (Pretest, Progress, Post Test, etc.)	Date	Score	My Opinion of Results (Good, Fair, etc.)

Over

Sample card for recording both program progress and test results. Designed for use on index cards.



ADULT LEARNING CENTER
STUDENT INFORMATION CARD

Personal Data

Name ____________ Last ____________ Middle ____________ First

Address ____________ Street ____________ City ____________ State ____________ Zip

Phone ____________ Age ____________ Date of birth ____________

Birthplace ____________ City or County ____________ State ____________ Citizen ____ Yes ____ No

____ Single ____ Married ____ Separated ____ Divorced ____ Widow/er

Spouse's Name ____________ Number of children ____________

Work Experiences

Present job ____________ Firm ____________

Previous jobs ____________ Firm ____________

Other (specify) ____________

Education

Years completed 1 2 3 4 5 6 7 8 9 10 11 12

Native Language ____________ Year of last schooling ____________

Grade school attended ____________ Address ____________

Junior high attended ____________ Address ____________

High school attended ____________ Address ____________

Subject-Area Interests

____ Arithmetic ____ Reading (general) ____ Science

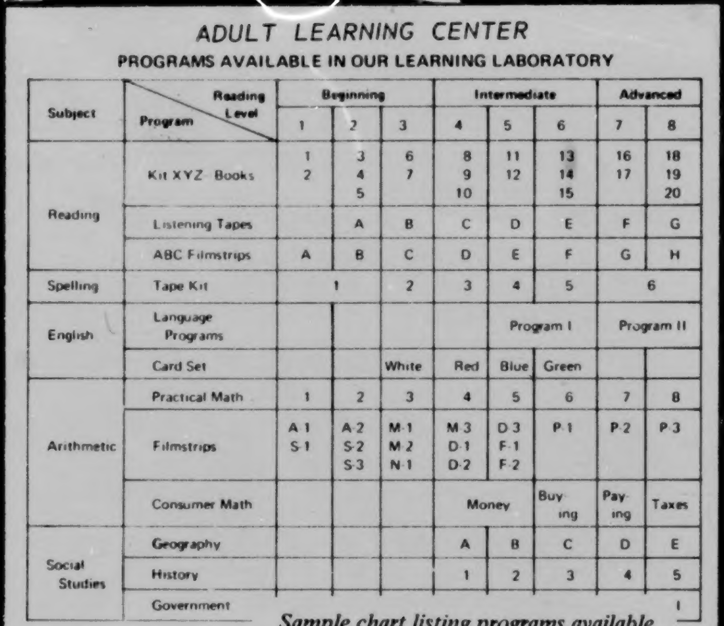
____ English ____ Reading (speed) ____ Social studies

____ Health ____ Reading (understanding) ____ Spelling

Interviewer Comments

Interviewer ____________

Sample basic information form to be completed by teacher.



ADULT LEARNING CENTER
PROGRAMS AVAILABLE IN OUR LEARNING LABORATORY

Subject	Program \ Reading Level	Beginning			Intermediate			Advanced	
		1	2	3	4	5	6	7	8
Reading	Kit XYZ Books	1 2	3 4 5	6 7	8 9 10	11 12	13 14 15	16 17	18 19 20
	Listening Tapes		A	B	C	D	E	F	G
	ABC Filmstrips	A	B	C	D	E	F	G	H
Spelling	Tape Kit	1		2	3	4	5	6	
English	Language Programs					Program I		Program II	
	Card Set			White	Red	Blue	Green		
Arithmetic	Practical Math	1	2	3	4	5	6	7	8
	Filmstrips	A-1 S-1	A-2 S-2 S-3	M-1 M-2 N-1	M-3 D-1 D-2	D-3 F-1 F-2	P-1	P-2	P-3
	Consumer Math				Money		Buying	Paying	Taxes
Social Studies	Geography				A	B	C	D	E
	History				1	2	3	4	5
	Government								I

Sample chart listing programs available in a particular laboratory. Could be used as a wall chart or a mimeographed sheet for student notebooks.

GET IT TOGETHER

Organizing the Learning Materials

Programed instruction can be one of the most efficient and inexpensive ways of providing individualized instruction. It has the built-in capacity for quick and easy alteration and adaption to suit an individual student's needs. If the designated texts or media are not available for a particular course, the instructor can create his own course of study, using those instructional materials immediately available to him.

Choice of the subject to be offered in an individualized learning class will depend upon what materials are immediately available. If space and budget are limited, it is wise to begin a program with classes in the basic skills: reading improvement, English review, basic mathematics, vocabulary development, spelling, G.E.D. review, or communication skills. Additional courses can be added as funds become available.

1. Organize and classify instructional materials.
   a. For each instructional area, list materials available in order of difficulty.
   b. Place materials so that they are easily accessible to students.

2. Establish a filing system, including:
   a. Diagnostic or placement surveys to determine course assignment
   b. Individual student record cards (for teacher)
   c. Individual student folders (for student)
   d. Teachers' manuals – how to operate instructional devices, etc.
   e. Tests filed alphabetically by instructional areas
   f. Answer keys filed to correlate with tests
   g. Supplemental materials

3. Enroll student in Learning Center.
   a. Administer placement or diagnostic surveys.
   b. Prescribe instructional materials based on results of diagnostic survey.
   c. Acquaint student with the mechanics of the Learning Center.

Before starting your own course outline, check Appendices A, B, and C to see if another center is using a similar course, or if the course is already included in the Catalog of Authorized Subjects. For assistance, get in touch with the Curriculum Office, Division of Career and Continuing Education, at 450 North Grand Avenue, Room G-361. The phone number is 687-4708.

USE THE FOLLOWING STEPS TO HELP YOU CREATE YOUR COURSE OUTLINE

1 State course objectives.
Check Catalog of Authorized Subjects to see whether credit can be given for the class.

2 Organize and classify available instructional materials.

3 Obtain or create a pre-test to diagnose students' strengths and weaknesses.

4 Prescribe areas of study from any suitable teacher – prepared or commercially produced instructional materials that will help the student eliminate areas of weakness.

5 Administer progress tests to let student and you know whether progress is being made.

6 Give remedial exercises for review and reinforcement if progress tests indicate less than 80% comprehension.

7 Prepare and administer post-tests that cover small segments of the course content.

8 Give the student remedial work if he achieves less than 80% comprehension.

9 Conduct a final examination (optional since post-tests cover each unit of study).

A course outline generally begins with several related objectives. In developing the content, utilize whatever materials are appropriate. These may include programed materials, standard textbooks, audio-visual aids, lessons prepared by the teacher, and self-instructional packages that have been commercially produced.

If recommended materials are not available, it is possible to develop your own materials as long as the course objectives are clearly stated and pre-tests, progress tests, and post-tests are administered.

*SAMPLE OF

A COURSE OUTLINE

COURSE: English Review and Reading Improvement

COURSE OBJECTIVES: The student should be able to:

1. Spell with 100% accuracy the 200 most frequently misspelled words.
2. Punctuate correctly a given paragraph.
3. Answer 25 comprehension and vocabulary questions with a minimum score of 80% on the Reading Placement Level 7.

I. Mechanics of Language
  A. Recognizing the complete sentence
  B. Using verbs correctly
  C. Maintaining subject-verb agreement
  D. Using pronouns correctly
  E. Practicing good usage
  F. Using correct punctuation

II. Vocabulary Development
  A. Spelling – most frequently misspelled words; plurals
  B. Homonyms; synonyms, antonyms
  C. Prefixes and suffixes
  D. Business vocabulary

III. Letter-Writing Skills
  A. Friendly letter – copy, punctuation, envelope
  B. Business letter – copy, punctuation, envelope

IV. Dictionary Skills
  A. Alphabetizing
  B. Using the dictionary
  C. Identifying long and short vowels
  D. Following directions
  E. Dividing words into syllables

V. Reading Comprehension
  Pass Step Advancement check 7 (SAC 7 Reading Comprehension with a minimum score of 80% or above).

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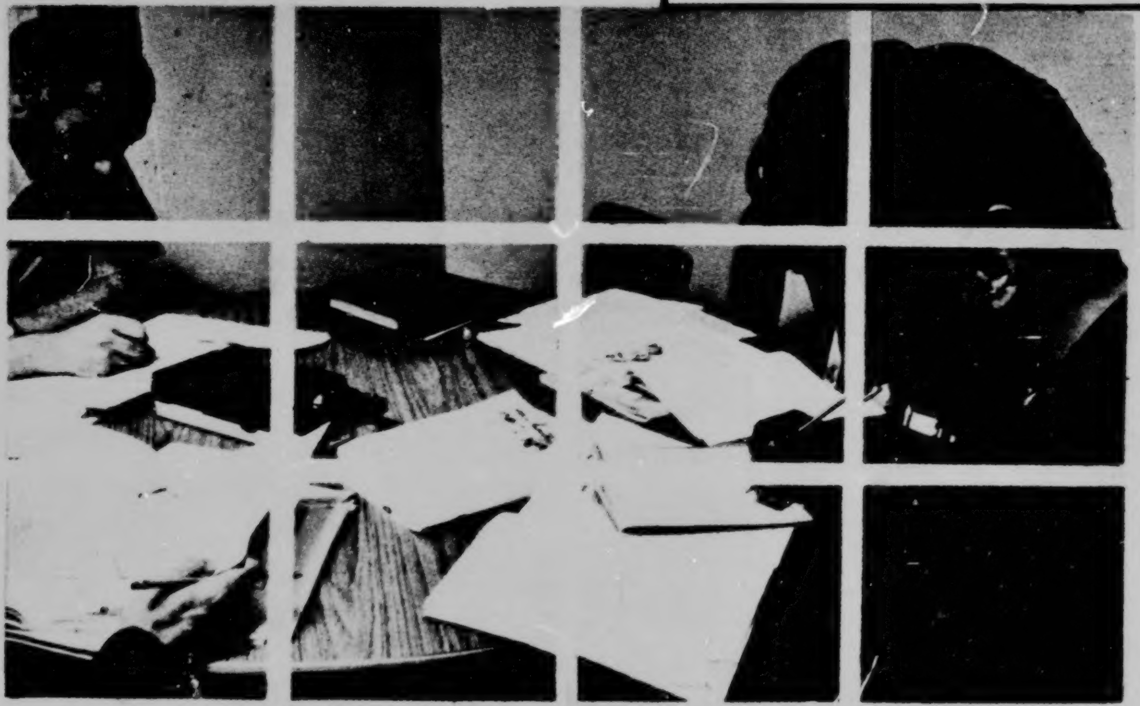
*For information on development of experimental courses, refer to Bulletin No. 3 (Revised), Division of Career and Continuing Education.

COURSE SEGMENTS



A course segment is a brief unit of study covering a basic skill for use in those classes that lend themselves to achievement of short-range goals. This module system can provide tutorial and remedial support for students who come to class on a drop-in basis, in much the same manner as they would visit a library.

Students who receive high scores on specific pre-tests need not study the corresponding course segments. Instead, they should be guided to other segments of the course in which test results have revealed a need for additional study. Some students may not wish or need to complete an entire course.

*SAMPLE OF A

Course Segment

COURSE: English Review and Reading Improvement

COURSE SEGMENT: II. VOCABULARY DEVELOPMENT

C. Prefixes and Suffixes

COURSE OBJECTIVES: The student should be able to:

Recognize and identify the 14 most commonly used prefixes.

Recognize the 10 most commonly used suffixes.

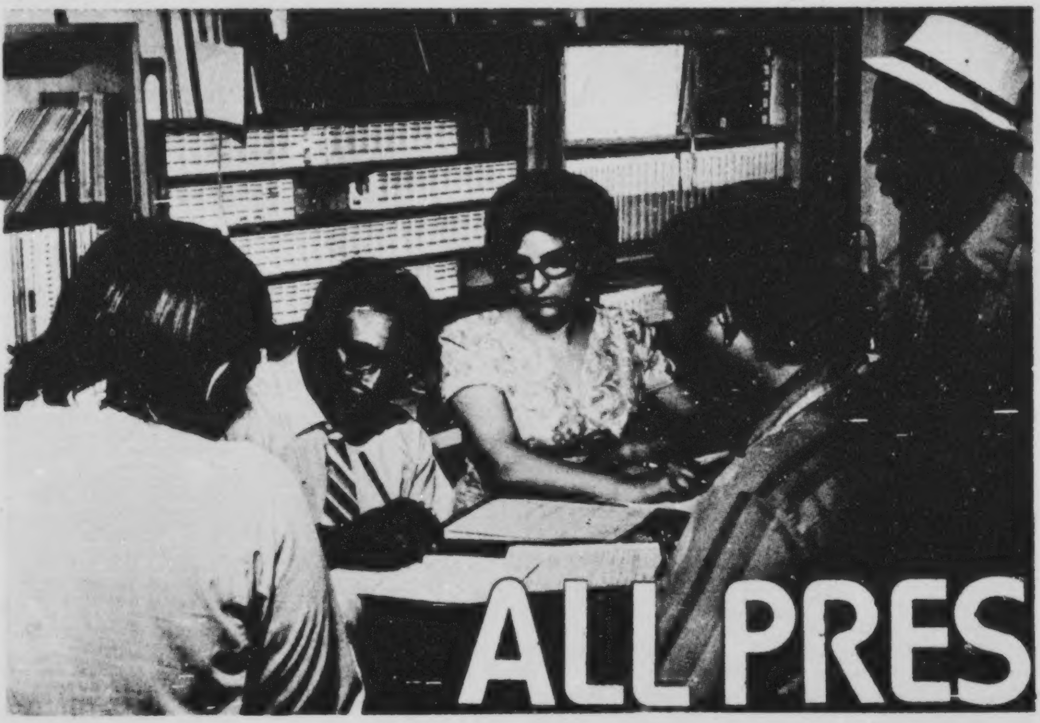
Distinguish 95% of the word roots from their prefixes and suffixes in a list of 50 words.

STUDY SOURCES

a. Spelling Labs IIB, IIC, IIIA, SRA (Obtain study sheets for details.)
b. Aud-X DEFA, EDL – Lessons 25-26
c. Aud-X Dictionary Skills, EDL – Lessons 13-14
d. Programed filmstrip LC005, Continental Press
e. Booklet 1 and Mastery Test, AGEP
f. Spelling, Keystone – Prefixes, page 10; suffixes, pages 47-51
g. Vocabulab III, SRA (Obtain study sheets for details.)
h. Teacher-prepared cassette lesson sheets for reinforcement

PROFICIENCY TESTS	Date	Score	Comments
a. LCT005, Continental Press			
b. Suffixes: teacher-prepared test S-1			
c. Suffixes: teacher-prepared test S-2			
d. Suffixes: teacher-prepared test S-3			
e. Prefixes: teacher-prepared test P-1			

*This course segment was taken from the Sample Course Outline on page 16.



ALL PRESENT AND ACCOUNTED FOR

student enrollment and placement

1 The adult school counselor recommends the student to the learning lab for educational upgrading through study of specific units of vocational or personal value.

2 The adult school counselor assists the student in the selection of subjects to be studied in the lab.

a. Select only from the list of courses available in the Individualized Learning Lab.

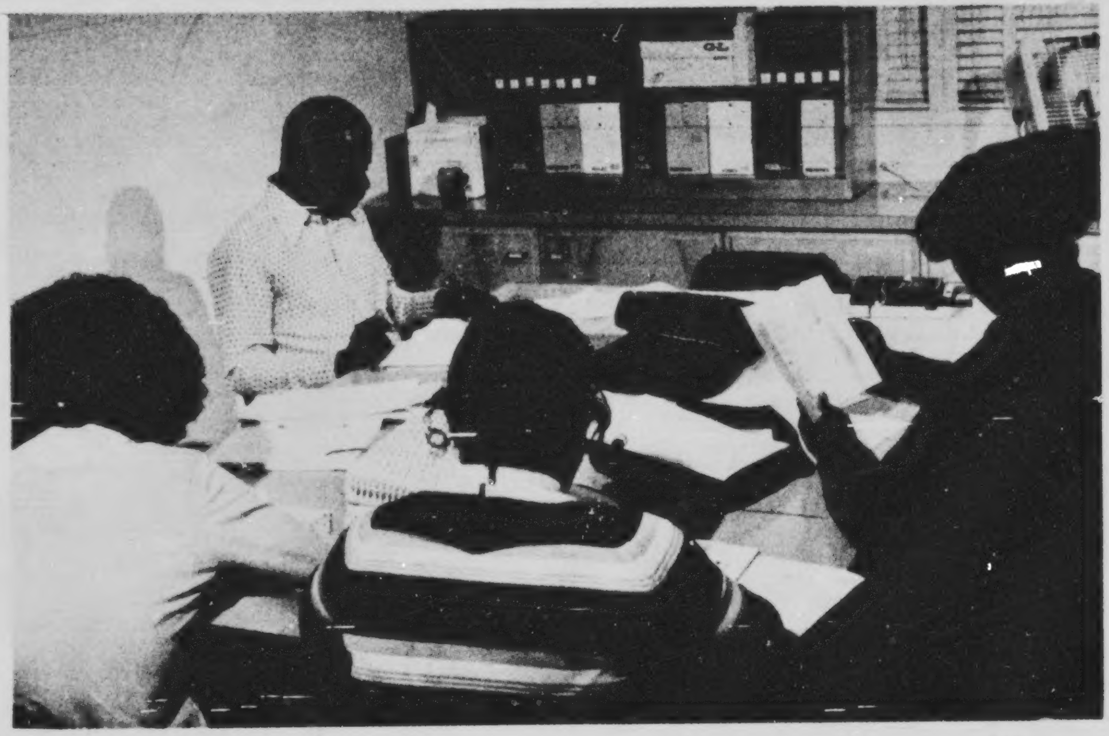
b. Base suggestions for courses on individual student needs.

c. Identify specific areas needed for improvement of basic skills and for vocational preparation.

3 When the student enters the Individualized Learning Lab, the teacher administers a diagnostic placement test.

a. Note that a reading comprehension placement test is important so that the student can be placed in a course where he can function successfully at his instructional reading level.

b. Administer a diagnostic math placement if the student is also planning to enroll in mathematics courses.



4 The date, test, and score as well as the student's beginning reading level are entered on the Student Record Card.

5 The student is then either placed at his reading level, if he needs remedial work; or he receives a study sheet or course outline, if he is taking a specific course.

6 When he is beginning a course, the student also receives a record sheet (to record pre-test and post-test scores) and a file folder.

7 The student should then be instructed in the use of self-instructional materials and in the concept of individualized instruction.

HOW-TO FOR THE MONEY

HOW TO SPEND YOUR FIRST DOLLARS

1. Priority should be given to those materials needed to begin a course or to expand existing courses.

2. Reading content should be current, topical, and of high interest level to adults.

3. Materials should fit in with course objectives.

4. If possible, materials should be useful in more than one course.

5. Reading is the core subject, and the reading curriculum should be established first.

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The TEACHER'S ROLE:

1 The traditional role of the teacher changes in the learning lab.

a. The teacher tends to serve more as a facilitator in the learning process.

b. The teacher is a resource person and directs or shows the student how to find the answers that he seeks.

The teacher does not give the student information but rather directs him to sources where he can find the answers.

2 The teacher who conducts an individualized adult learning class is:

a. A counselor
  (1) He discusses and establishes with the student what he expects to learn from the course.
  (2) He knows the goals of the students.
    (a) He tailors the instructional program so the student can reach his goals at his own pace.
    (b) He diagnoses the needs of the individual student and prescribes the course of study to meet those needs.

b. A test administrator
  (1) He gives diagnostic placement inventories before prescribing a course of study.

  (2) He gives pre-tests for specific units of study.

  (3) He gives post-tests, chapter, or unit tests.

  (4) He gives final tests.

c. A tutor
   1. (1) He works with the student and helps him to find the answers.
   2. (2) He encourages the student to set his own work pace and to maintain it.
   3. (3) He prepares supplemental materials to reinforce what has been learned.
   4. (4) He gives encouragement, direction, and evaluation.

d. A supervisor and bookkeeper
   1. (1) He organizes materials and files, categorizing subjects and materials so that they are readily accessible to the student.
   2. (2) He establishes a system to assure that all equipment and materials are signed out and replaced at the end of the class period.
   3. (3) He constantly evaluates the programs being used and makes necessary changes to keep the content up to date.

e. A curriculum specialist
   1. (1) He keeps up to date concerning new instructional materials.
   2. (2) He evaluates student progress periodically and makes adjustments in the program if materials are too easy or too difficult.

The teacher is responsible for showing the student the proper lab procedures and informing him of his responsibility in the lab, such as:

a. Signing the attendance sheet, or complying with other attendance procedures
b. Checking out materials and/or equipment and replacing them when through
c. Using instructional devices.
d. Correcting work and keeping a record of programs
e. Learning how to use programed materials
f. Understanding the purposes of pre-tests and post-tests, the instructor's evaluation, and recording of test scores
g. Learning how to work at student's own pace and not competing with other students

INSTANT REPLAY:
How to Evaluate Your Program

USE THE CHECK LIST AND THE FLOW CHART TO DETERMINE THE EFFECTIVENESS OF YOUR LEARNING LAB.

Program Evaluation Check List

		excellent	good	satisfactory	poor	unsatisfactory
1	A choice of seating space; carrels and tables to allow for individual preference.					
2	Systematic organization of materials so they are easily accessible to students.					
3	Adequate storage space for equipment and materials if room is not permanently used as a learning lab.					
4	A well-organized filing system for student record cards, pre-tests and post-tests, answer keys, reference materials, supplemental lesson sheets, and student placement tests.					
5	A sign-out system for equipment and materials to help prevent "mysterious" disappearance."					
6	Three or more selections of programs presenting similar concepts in the same study area so that the student has a choice of materials.					
7	Reading level of the student equal to the reading level of the program (course) and its objectives.					
8	Encouragement of students to set their own pace and to maintain it.					
9	Use of individualized materials by students, including filmstrips, tape recorders, reading machines, and other audio-visual media.					
10	Use of materials that are stimulating, applicable to more than one course.					
11	Faster completion of course by students than in a standard class.					
12	Effective use of the materials by students.					
13	Individualized instruction so that all students need not use exactly the same materials for each course.					
14	Progress of students as measured by the pre- and post-tests.					
15	Knowledge of instructor as to operation of all the equipment.					
16	Familiarity of instructor with all of the instructional material.					

APPENDIX
A

DISTRICT-AUTHORIZED COURSES IN PROGRAMED INSTRUCTION

Classes in programed instruction may be offered in virtually all areas of the high school curriculum. With the variety of programed and self-instructional materials now available, many courses may be included in the continuing education curriculum that might otherwise be impossible to offer because of insufficient enrollment.

Titles of courses in programed instruction that appear on the following pages are also listed in the *Catalog of Authorized Subjects for Community Adult Schools and Occupational Centers* (Publication No. AC-100). The suggested texts and supplemental materials are not all of the programed type because individualized instruction necessitates the use of a wide range of study materials. Successful courses can be created through development of teacher-prepared lesson sheets, and use of filmstrips, tapes, and other resources.

Teachers should consult Appendix C to determine whether the course or courses that they wish to initiate are offered at one of the media centers. The Career and Continuing Curriculum Office also can provide course outlines that may be extremely helpful.

ENGLISH

PI 1.1 ENGLISH 1

Grammar and usage; development of effective sentences; spelling; punctuation; practical written English for daily use, including letter writing, making job applications, and preparing accident reports; vocabulary. Equivalent to B9 English. Additional written work required (letter writing, etc.).

Authorized Text: *English 2200*, Blumenthal (Harcourt), Lesson Units 1-6, and Half-Way Test

Supplemental Materials: *Modern English Spelling*, Homme and Tosti (TMI-Grolier)
Modern English Punctuation, deBaco and Homme (TMI-Grolier)
Cycloteacher, English Cycles (Field)
Learning How to Use the Dictionary, for use with *Webster's New World Dictionary* (Macmillan)
Reading Laboratories (SRA)
Reading for Understanding (SRA)
Spelling (Grolier)
Punctuation (Grolier)
Commas (Heath)
Capitalization (Heath)
Agreement of Subject and Verb (Heath)
300 Commas (Gregg-McGraw)
Spelling Drills and Exercises (Gregg-McGraw)
Individualized English Kit J (Follett)
Language Duplicating Masters (Continental)
Language Skills Filmstrips (Continental)

(5 semester periods)

PI 1.2 ENGLISH 2

Continuation of English 1; punctuation, capitalization, spelling, and vocabulary building; elements of good sentence structure and expression in letters and other written work. Equivalent to A9 English. Prerequisite: English 1, or equivalent. Additional written work required.

Authorized Text: *English 2200*, Blumenthal (Harcourt), Lesson Units 7-11, and Final Test

Supplemental Materials: *Nouns and Pronouns*, Auto-Tutor (Sargent-Welch)
Modern English Spelling and Punctuation, Homme, et al (TMI-Grolier)
All materials for English 1

(5 semester periods)

PI 1.3 ENGLISH 3

Application and review of grammar and sentence structure learned in English 1.2; advanced study of oral and written expression; concise use of words and expressions; elimination of common errors in speech and writing; vocabulary building; punctuation and capitalization. Equivalent to B10 English. Prerequisite: English 2, or equivalent. Additional written work required.

Authorized Text: *English 2600*, Blumenthal (Harcourt), Lesson Units 1-5, and Half-Way Test

Supplemental Materials: *Capitalization*, MLI Associates (Heath)
Punctuation, Auto-Tutor (Sargent-Welch)
Listen and Write FA, EDL

(5 semester periods)

PI 1.4 ENGLISH 4

Refinement of skills in composition and letter writing; effective speech and pronunciation; conciseness and clarity in choice of words and expressions; review of grammar, punctuation, capitalization, and spelling. Equivalent to A10 English. Prerequisite: English 3, or equivalent. Additional written work required.

Authorized Text: *English 2600*, Blumenthal (Harcourt), Lesson Units 1-6, and Final Test

Supplemental Materials: *300 Commas*, West (Gregg-McGraw)
Spelling Drills and Exercises, Brendel and Near (Gregg-McGraw)
OR
Programmed English Skills: Commas and Capitalization, MLI Associates (Heath), may be substituted for use by advanced students.

(5 semester periods)

PI 5.1 INTERMEDIATE GRAMMAR AND COMPOSITION

Composition skills and emphasis on grammar; sentence structure; vocabulary building; punctuation; spelling; improving reading skills through comprehension. Additional written work required.

Authorized Texts: *A Programmed Approach to Writing*, Gordon, et al (Ginn), Vols. 1, 2
OR
English 3200, Blumenthal (Harcourt), Lesson Units 1-6, and Half-Way Test. (If previously taken in PI 1.4, substitute Lesson Units 7-12 and Final Test.)

Supplemental Materials: *Spelling Self Taught*, Basch and Finklestein (Sterling)
Spelling Improvement, Fergus (McGraw-Hill)
Punctuation and capitalization programs as needed. (See PI 1.1-1.4)
All materials for English 1, 2, 3, 4
Career English, Auto-Tutor (Sargent-Welch)

(5 semester periods)

PI 5.2 ADVANCED GRAMMAR AND COMPOSITION

Review of fundamentals of grammar, sentence structure, good usage, vocabulary building; punctuation; spelling; pronunciation; emphasis on composition. Prerequisite: English 4, or equivalent. Additional written work required.

Authorized Texts: *English 3200*, Blumenthal (Harcourt), Lesson Units 1-6, and Half-Way Test, if not previously taken in English 5.1; otherwise, Lesson Units 7-12 and Final Test
OR
Effective Writing, Smith and Stapleford, Tutor Text (Doubleday)

Supplemental Materials: All materials listed for English 1, 2, 3, 4, 5.1

(5 semester periods)

PI 7 ENGLISH REVIEW AND READING IMPROVEMENT

Developing and improving the techniques of speaking, reading, and writing the English language; emphasis on practical usage or preparation for English 1.1: or student can advance to English 1.2. For credit only when instructor determines that a full semester of work is completed.

Authorized Texts: *English 2200,* Blumenthal (Harcourt), and/or supplemental texts, depending on needs of individual pupil. (See texts suggested for previously listed courses.)
OR
English Grammar, Lish (BRL), Vol. 1

Basic Supplemental Materials: Based on individual needs, use any materials listed as supplemental for English 1 to prepare students for *English 2200,* the basic text for English 1.

Suggested Supplemental Materials: *Learning 100,* multi-media learning system (EDL)
Learning 300, multi-media learning system (EDL)
Listen and Read Programs, D, DA, EA, FA, GHI, JKL, MN, record/cassette (EDL)
Listen and Think Programs, D, E, F, G, H, I, record/cassette (EDL)
Reading Laboratories III-A, III-B, IV-A (SRA)
Dimensions in Reading, Manpower and Resources (SRA)
Reading Attainment Systems 1 and 2 (Grolier)
Study Skills Libraries: Science, Social Studies, Reference (EDL)
Wordcraft 1 and 2 (Communacad)

Note: To meet State requirements for a remedial reading course, it is suggested that this course be divided into 7.1 (Reading Improvement, 5 credits) and 7.2 (English Review, 5 credits).

(10 semester periods)

PI 16 MODERN LITERATURE

Selected readings in various types of modern literature; study and development of appreciation for the novel, the short story, poetry, and the essay; modern trends in literature; influence of literary works on contemporary life.

Authorized Texts: Selection from standard textbook – A, B, C – to parallel the programed texts as indicated:
A. *Adventures in Appreciation,* Loban and Olmstead (Harcourt). Programed text: *Steps to Reading Literature,* Spochs, et al (Harcourt), Vol. 1
B. *Adventures in American Literature,* Fuller and Kinnick (Harcourt). Programed text: *Steps to Reading Literature,* Brooks (Harcourt), Vol. 2
C. *Adventures in English Literature,* Priestly and Spear (Harcourt). Programed text: *Steps to Reading Literature,* Spochs, et al (Harcourt), Vol. 3

Supplemental Materials: *AGEP Booklets 7, 13, 16, 39-50* (U.S. Government Printing Office), and pre- and post-tests.
Listen and Read, JKL (EDL)
Listen and Think, F, G, H, I, (EDL)

(5 semester periods)

PI 30 POWER READING

Rapid reading techniques and reading skills; use of electronic or mechanical reading devices, controlled reading films, extensive vocabulary exercises; speed reading trials and individual testing for improvement.

Authorized Texts: *Craig Reading Program* (Craig). Boxes C1-C3; Box B for enrichment and Box A for additional growth.

OR

SRA Reading Kits through *IV-A* (SRA). Beginning kit determined by level of reader.

Supplemental Materials: *Controlled Reader* (EDL),
Programs DA, EA, FA, GA, HA, IJ, JI, KL, LK, MN (Beginning level determined by reading level of student).
Reading Comprehension, Auto-Tutor (Sargent-Welch), No. 7780 Gr. 5-6, No. 7781 Gr. 7-8
Skimmer and Scanner (EDL)
Reading Accelerator, Model IV (SRA)

(5 semester periods)

PI 33 SEMANTICS

Intensive study concerning the meanings of the elements of language communication; significance attached to words and forms; development of more accurate expression and greater understanding.

Authorized Text: *Applied Logic,* Scriven (BRL)

Supplemental Materials: *Wordclues G to M* (EDL)
Vocabulab III (SRA)
Reading for Understanding, General Edition (SRA)

(2½ semester periods)

FOREIGN LANGUAGES

PI 54.1 FRENCH 1

Introduction to modern French; correct pronunciation; basic speech patterns; practical vocabulary; grammar necessary for simple oral and written French.

Authorized Texts: *Modern French – French A,* Burroughs (BRL), Books 1, 2: 8 tapes

Supplemental Materials: *French Phonetics,* Burroughs (BRL), 3 tapes.

(5 semester periods)

PI 54.2 FRENCH 2

Continuation of French 1; practical vocabulary and usage; continued study of grammar necessary for correct spoken and written French. Prerequisite: French 1, or equivalent.

Authorized Texts: *Modern French – French B,* Burroughs (BRL), 11 tapes

(5 semester periods)

PI 55.1-2 FRENCH READING AND WRITING 1, 2

A review of French syntax and vocabulary as related to reading and writing; recommended for students desiring to improve French reading and writing skills and for persons preparing for university-level language reading examinations.

Authorized Texts: *Programmed French,* Burroughs (BRL), Reading and Writing Books 1-3

(10 semester periods)

PI 60.1-2 GERMAN 1, 2

Introduction to German; correct pronunciation; basic speech patterns; practical vocabulary of conversational usage; syntax necessary for correct oral and written German.

Authorized Texts: *German A*, Ellert (BRL), Books 1-5: 12 tapes. Additional classroom practice in oral German recommended.
(10 semester periods)

PI 60.3-4 GERMAN 3, 4

Increased proficiency in oral and written use of German; review of syntax; reading of simple stories. Prerequisite: German 1, 2, or equivalent.

Authorized Texts: *German B*, Ellert (BRL), Books 6-8: 14 tapes. Additional classroom practice in oral German recommended.
(10 semester periods)

PI 80 INTRODUCTION TO SPANISH

Introduction to Spanish pronunciation, structure, and basic vocabulary; overview of Spanish grammar, including all major tenses and correct conversational usage; recommended for native speakers to improve reading ability in the language and for persons preparing for university language reading examinations; or as a review course for persons who have previously studied Spanish. Credit equivalent to Spanish 1.

Authorized Texts: *Introductory Spanish*, Sullivan (BRL), Books 1-7: 7 tapes
(5 semester periods)

MATHEMATICS

PI 91.1 ALGEBRA 1

Positive and negative numbers; simple equations; formulas; polynomials, factoring. Prerequisite: Basic Mathematics or equivalent.

Authorized Texts: *Fundamentals of Algebra*, Evans and Yesselman (TMI Grolier), Part 1, Vols. 1, 2; Part 2, Vol. 1
OR
Beginning Algebra, Drooyan and Wooten (Wiley), Books 1, 2, and first half of Book 3
OR
Contemporary Algebra, Heimer, et al (Holt), Sections 1-4

Supplemental Materials: *Preparing for Algebra* (Temac)
Programed Practice Book to Accompany Modern Algebra, Structure and Method, Book 1
AGEP Booklets (U.S. Government Printing Office)
(5 semester periods)

PI 91.2 ALGEBRA 2

Continuation of Algebra 1; review of fundamentals; equations; factoring; simple fractions; radicals; simple use of quadratics, using square root table; Pythagorean theorem. Prerequisite: Algebra 1, or equivalent.

Authorized Texts: *Fundamentals of Algebra,* Evans and Yesselman (TMI-Grolier), Part 2, Books 2-4
OR
Beginning Algebra, Drooyan and Wooten (Wiley), second half of Book 3 and Books 4, 5
OR
Contemporary Algebra, Heimer, et al (Holt), Sections 5-8
Not all books cover material in the same order, but all sequential material listed under Algebra 1 and 2 must be completed before credit for Algebra 2 is granted.

Supplemental Material: *Programmed Practice for Modern Algebra: Trigonometry,* Book 1

(5 semester periods)

PI 91.3 ALGEBRA 3

Review of Algebra 2; products and factors; fractions; powers and roots; simultaneous equations; quadratic equations. Prerequisite: Algebra 2, or equivalent.

Authorized Texts: *Algebra Refresher,* Yesselman (TMI-Grolier), Part 1, Vols. 1-4, Part 2, Vol. 5
OR
Second-Year Algebra, Titiev (EBP), Vols. 1, 2 and first half of Vol. 3

Supplemental Materials: Same as for Algebra 2

(5 semester periods)

PI 91.4 ALGEBRA 4

Systems of equations; graphs; ratios; proportions and variations; numerical trigonometry. Prerequisite: Algebra 3, or equivalent.

Authorized Texts: *Algebra Refresher,* Yesselman (TMI-Grolier), Part 2, Vols. 6-8, and Part 3
OR
Second-Year Algebra, Titiev (EBP), second half of Vol. 3, and Vols. 4, 5
Not all books cover material in the same order but all sequential material under Algebra 3 and 4 must be completed before credit for Algebra 4 is granted.

Supplemental Materials: Same as for Algebra 2 and 3

(5 semester periods)

PI 92 ARITHMETIC REVIEW

Review of number combinations and skills in addition, subtraction, and division; not for credit, if pre-test shows reasonable skill.

Authorized Texts: *ASMD-4,* Hancock, et al (Addison-Wesley), 4 booklets
OR
Elementary Arithmetic (TMI-Grolier), Vols. 1-5

Supplemental Materials: *Cycloteacher, Math Cycle* (Field)
Math Lab (McCormick-Mathers), Grades 3-6
Sullivan Programed Math (McGraw-Hill)

Computational Skills Development Kit (SRA)
Arithmetic Fact Kit (SRA)

(5 semester periods)

PI 94.1 BASIC MATHEMATICS 1

Addition, subtraction, multiplication, division of whole numbers, common fractions, decimal fractions; per cent; square root.

Authorized Texts: *Basic Mathematics*, O'Malley (Addison-Wesley), Books 1-3
OR
Films 1-4, Auto-Tutor (Sargent-Welch)

Supplemental Materials: *Cycloteacher, Math Cycle* (Field)
All materials listed for arithmetic review

(5 semester periods)

PI 94.2 BASIC MATHEMATICS 2

Continuation of Basic Mathematics 1: review of fundamentals; area and volume of simple geometric figures; measurements; metric systems; algebra of simple formulas.

Authorized Texts: *Basic Mathematics*, O'Malley (Addison-Wesley), Vols. 4, 5
and either
Enrichment Topics in Basic Mathematics, O'Malley (Addison-Wesley)
or
Understanding Modern Mathematics: Points, Lines, and Planes, Dausch, et al (Macmillan). This text is especially recommended if the student plans to enroll in Algebra 1.
OR
Films 5-8, Auto-Tutor (Sargent-Welch)
Refresher Mathematics, Stein (Allyn and Bacon), is suggested for excellent supplemental work, class work, and testing because it contains large numbers of problems at various levels.

Supplemental Materials: *Cycloteacher, Math Cycles* (Field)
Preparing for Algebra (Temac)

(5 semester periods)

PI 96 INTRODUCTION TO MODERN MATHEMATICS

New concepts of modern mathematics, including structure and application through discovery methods; mathematical patterns; less emphasis on computation, but greater emphasis on "why" of problem solving.

Authorized Texts: Any three of the following from *Understanding Modern Mathematics*, Dausch, et al (Macmillan): bases and numerals; number sentences; probability; factors and primes; modular systems; points, lines, and planes (not if taken in Basic Mathematics).

Supplemental Materials: *Numeration Systems and Scientific Notation*, Bucknell Math Self-Study System 2, Hauck and Moore (Webster-McGraw)
Liquid Duplication Masters (Continental)
Understanding Problems in Arithmetic, Coronet Learning Programs.

(5 semester periods)

P 97.1 HIGH SCHOOL MATHEMATICS 1

Functional uses of arithmetic; percentage, measurement and consumer mathematics; understanding of number concepts; use of formula estimation, simple statistical graphs; space perception; intuitive geometry, informal trigonometry, metric system; applications to practical problems. (May be substituted for Basic Mathematics, but credit may not be granted for both.)

Authorized Text: *Introduction to Modern Mathematics*, Hancock, et al (BRL), Vols. 1-3

Supplemental Materials: *Refresher Math*, Stein
Bucknell Math Self-Study System 1 and 2, Hauck and Moore (Webster-McGraw)
Liquid Duplicating Masters (Continental)
Fractions, Decimals, Percentages, Hauck and Moore (Webster McGraw)
Numeration Systems and Scientific Notation (Webster-McGraw)
Introducing the Metric System, Coronet Learning Programs
Understanding Problems in Arithmetic, Coronet Learning Programs

(5 semester periods)

PI 97.2 HIGH SCHOOL MATHEMATICS 2

Functional uses of arithmetic, percentage, measurement and consumer mathematics; understanding of number concepts; use of formulas, estimation, simple statistical graphs; space perception; intuitive geometry, informal trigonometry, metric system; applications to practical problems. (May be substituted for Basic Mathematics 2, but credit may not be granted for both.)

Authorized Text: *Introduction to Modern Mathematics*, Hancock, et al (BRL), Vols. 4, 5

Supplemental Materials: Same as for High School Mathematics
AGEP Booklets (U.S. Government Printing Office)

(5 semester periods)

PI 112.1-2 PLANE GEOMETRY 1, 2

Basic concepts, postulates and axioms, problem solving, circles, measurements, logic, proportions.

Authorized Text: *Plane Geometry*, Curtis (Temac-EBP)
Although a programed test is available, it is suggested that it be used only by the exceptional student with close teacher supervision.

(10 semester periods)

PI 115.1 SLIDE RULE, MATHEMATICAL NOTATION, AND MEASUREMENT

Theory of the slide rule and reading of scales; problems involving multiplication, division, squares and cubes, square root and cube root, mathematics of large and small numbers by use of powers, combined factors, commutative and distributive principles; metric system.

Authorized Texts: *Numbers and Units for Science*, Harris, et al (BRL)
Basic Slide Rule Operation, Middlestadt (McGraw)
OR
Films 1-3, Auto-Tutor (Sargent-Welch)

(5 semester periods)

PI 121 TRIGONOMETRY

Functions of acute and right angles; solution of right and oblique triangles; trigonometric and logarithmic tables.

Authorized Texts: *Trigonometry*, Luckham (Temac-EBP), Vols. 2, 3
OR
Films 1 and 2, Auto-Tutor (Sargent-Welch)

(5 semester periods)

SCIENCES

PI 134.1 CHEMISTRY 1

Structure and classification of matter; oxygen; hydrogen; solutions; acids, bases, and salts; ionization; valences; formulas; balancing equations; periodic tables; problems involving laws of chemistry. For elective credit only or review; not a laboratory science.

Authorized Texts: *Principles of Chemistry*, Harris (BRL), Books 1-4
AGEP Booklets, Science (U.S. Government Printing Office)

(5 semester periods)

PI 134.2 CHEMISTRY 2

Continuation of Chemistry 1; important elements; non-metals; light and heavy metals; atomic reactions; recent developments in chemistry. For elective credit or review; not a laboratory science.

Authorized Texts: *Principles of Chemistry*, Harris (BRL), Books 5-8

(5 semester periods)

PI 137 GENERAL SCIENCE

Introduction to science; living things; structures, habits, and uses of plants; animals; the human body; diseases; diet; nature of matter; air; water; weather; the sun and planets; the earth; magnetism and electricity; basic chemistry.

Authorized Texts: *Biology*, No. TT401-1 (TMI-Grolier)
Chemistry, No. TT401-2 (TMI-Grolier)
and one of the following:
Sound, Light, Electricity, Communications, No. TT404.1-2 (TMI-Grolier);
Measurements, Meteorology, and Astronomy, No. TT403.1-2 (TMI-Grolier);
Work and Machines, No. TT402.1 (TMI-Grolier).
OR
Any two volumes of *General Science Programmed Learning Laboratory 1-4*, Accelerated Instruction Methods Corp. (Macmillan)
AGEP Booklets, Science (U.S. Government Printing Office)

(5 semester periods)

PI 152.1 PHYSIOLOGY 1

Organs of the human body; bones, tissue, muscles. Not for laboratory science credit.

Authorized Text: *Human Physiology* (TMI-Grolier), Vols. 1, 2

Supplemental Materials: *Body Structure and Function,* Igel and Bolden, American Safety Series (BRL)
OR
Basic Concepts of Physiology and Anatomy, Dean, et al (Lippincott)
(5 semester periods)

PI 160.1 ASTRONOMY 1

The sun, the planets, the constellations, and the night sky.

Authorized Texts: *Programmed Astronomy,* Sullivan (McGraw), Vol. 1
The Solar System, Sullivan (McGraw), Vol. 2
The Night Sky, Sullivan (McGraw)
(2½ semester periods)

SOCIAL SCIENCES

PI 186.1 UNITED STATES HISTORY 1

Political, social, and economic development of the United States; discovery; colonial period; struggle for independence; establishment of constitutional government; the westward movement; sectionalism and the Civil War; personalities, ideas, and events in American history; roles and contributions of various ethnic groups to early economic, political, and social development of California and the nation.

Authorized Texts: *Modulearn Series* (Modulearn, Inc.), 4 vols.
(5 semester periods)

PI 186.2 UNITED STATES HISTORY 2

Continuation of United States History 1; development of the United States from 1895 to the present; industrial expansion; foreign relations; the two world wars; the emergence of the United States as a world power; California history; study of the roles and contributions of various ethnic groups to modern economic, political, and social development of California and the nation. Prerequisite: U.S. History 1, or equivalent.

Authorized Texts: *Modulearn Series* (Modulearn, Inc.), 5 vols.
A Programed Approach: The United States in the Twentieth Century, Lesser (available at Los Angeles City College Campus Bookstore).
(5 semester periods)

PI 188.1 UNITED STATES GOVERNMENT 1

Legislative, executive, and judicial framework and functions of national, state, and local governments; traditions and practices; privileges and responsibilities under a democratic form of government. Must include teacher-selected material about California government.

Authorized Texts: *United States Constitution,* Paul McCloskey, Jr. (BRL)
American Government, Rosenhack (BRL), Vols. 1, 2
Elections and Voting, National, Chester (Macmillan)
Elections and Voting in California, Chester (Macmillan)
Supplemental reading and specific project recommended.

Supplemental Materials: *Amendments to the Constitution* (Allyn and Bacon)
AGEP Booklets 3-12 and 30-38, including pre- and post-tests. (U.S. Government Printing Office)
The Bill of Rights (Coronet Learning Programs)
Modulearn Series (Modulearn, Inc.), 3 books

(5 semester periods)

PI 188.2 UNITED STATES GOVERNMENT 2

A problem-solving approach to the study of United States government, including comtemporary American problems, economics, international relations and current history; operation of state and local governments.

Authorized Texts: *American Government*, Rosenhack (BRL), Vols. 1, 2
American Economics Series, Lumsden, et al (BRL), Vol. 7

Supplemental Materials: Same as for U.S. Government 1

(5 semester periods)

PI 199 UNITED STATES GEOGRAPHY

Physical, economic, and political aspects of important areas of the United States; influences of geography on political, economic and social problems.

Authorized Texts: *Geography of the United States*, McGraw and Williams (BRL), Vols. 1-3 and map supplement for each

Supplemental Materials: *Cycloteacher, Map Study Cycles* (Field)
Social Studies (EDL)
Maps - How We Read Them; Latitude and Longitude; Westward Expansion of Our Nation (Coronet Learning Programs)
AGEP Booklets (U.S. Government Printing Office)

(5 semester periods)

PI 213 APPLIED PSYCHOLOGY

Investigation of human behavior as an aid to solving practical human problems; understanding of interests, aptitudes, attitudes, desires, and "drives" in personal adjustment; psychology in human relations.

Authorized Text: *The Analysis of Behavior*, Skinner (McGraw)

(5 semester periods)

PI 214 PHYSIOLOGICAL PSYCHOLOGY

Reasons for psychological reactions through the physical, rather than the reasoning, system; functions of touch, sight, and similar receptors in response to stimuli.

Authorized Texts: *Physiological Psychology*, Kimble (Addison-Wesley)
OR
Biological Basis of Behavior, McGuigan (Prentice-Hall)

(2½ semester periods)

PI 218 ECONOMICS AND THE CONSUMER LAW

Introductory, basic concepts of economics; principles of money management, budgeting, wise "buymanship," fraud protection; legal rights of and recourses open to consumers.

Authorized Text: *Modern Consumer Education* (Grolier)

(10 semester periods)

PI 219 ECONOMICS

Characteristics and functions of the economic system; production and distribution of wealth; laws of supply and demand; business organization; government regulations; labor problems; money and banking; business fluctuation.

Authorized Texts: *American Economic Series*, Lumsden, et al (BRL). Either Vols. 1-3 and choice of one other, or Vols. 1, 7 and choice of two others. If PI 188.2 has been completed, select those volumes not used for credit in that course.

(5 semester periods)

GENERAL EDUCATION DEVELOPMENT (G.E.D.) PREPARATION

PI 280 HIGH SCHOOL SUBJECTS REVIEW – G.E.D. PREPARATION

Comprehensive review of the key concepts in the high school curriculum contained in the five basic subject areas of English Grammar, Social Studies, General Science, English Literature, and Mathematics.

Authorized Text: *AGEP Booklets* (U.S. Government Printing Office)

(10 semester periods)

FINANCE

PI 370 PERSONAL FINANCE

Application of principles of finance to problems of everyday living; analysis of the functions of financial institutions; selection of services for borrowing money, buying insurance, buying a home, and making investments; keeping financial records; drawing up a will.

Authorized Text: *Consumer Mathematics Series*, Lumsden, et al (BRL): *Vocational Opportunities and Lifetime Earnings, The Pay Check, The Household Budget, The Wise Buyer, Income Tax, Insurance, Investments.* Any four of these books can be used to meet the requirement.
Modern Consumer Education (Grolier)

(5 semester periods)

GENERAL BUSINESS

PI 378 BUSINESS ENGLISH

Effective use of English in business; general review of composition, grammar, and usage; emphasis on sentence structure, punctuation, word usage, business vocabulary, and spelling. Prerequisite: English 2, or equivalent

Authorized Text: *Practical Business English for Colleges,* Aurner (South-Western)
OR
Business English and Communication, Stewart, et al (Gregg-McGraw)
(5 semester periods)

PI 385 BUSINESS MATHEMATICS

Includes review of fundamentals; general problems of budgeting; banking; interest and credit; income tax; accounting; installment buying; wages; related business activities.

Authorized Texts: *Business Mathematics,* Hoffman (McGraw), Vols. 1-4. Any three volumes.
Programed Business Mathematics, (Gregg-McGraw), Books 1-3, revised
Cycloteacher, Math Cycles (Field)
(5 semester periods)

HEALTH EDUCATION

PI 836 FIRST AID

Accident prevention; emergency treatment; resuscitation; transportation of injured; home emergencies.

Authorized Texts: *American Health and Safety Series,* Igel and Bolden (BRL):
First Aid, Safety
OR
First Aid Booklet (American Red Cross)
(5 semester periods)

PI 841 HEALTH AND HYGIENE

Problems in personal and community hygiene; human anatomy and physiology; cause and control of diseases; nutrition; sanitation; mental health.

Authorized Texts: *American Health and Safety Series,* Igel and Bolden (BRL):
First Aid and any four of the following: *Communicable Diseases, Nutrition, Personal Health, Safety, Body Structure and Function, Venereal Disease*

Supplemental Materials: *Your Heart and Circulation: Cells: Their Structure and Function,* Coronet Learning Program
(5 semester periods)

Several courses in programed instruction that are either not included in the *Catalog of Authorized Subjects* or not included in Appendix A are offered at many of the Individualized Adult Learning Centers. For assistance in establishing these courses, call the nearest community adult school, the Career and Continuing Curriculum Office (687-4708), or any of the media centers listed in Appendix C. Course outlines, suggestions, and other forms of help may be available.

Examples of such courses are the following:

- Communications Skills
- Elementary Subjects
- English Review and Reading Improvement
- Mathematics for Nurses
- Medical Terminology
- Phonics
- Pre-Employment Package
  - Application Forms
  - Reading Want Ads, etc.
- Specialized Vocabulary Development
  - Auto Mechanics
  - Allied Health
    - Nursing
    - Dental Assistant
    - Medical Assistant
- Study Skills
- Vocabulary Building

APPENDIX B

COURSES NOT LISTED

MASTE
MEDICAL TE

APPENDIX C

ADULT SCHOOLS WITH INDIVIDUALIZED LEARNING CENTERS

REGIONAL MEDIA CENTERS

The Division of Career and Continuing Education has established five individualized adult learning centers to "decentralize" services, materials, and other resources for community adult schools and regional occupational centers in given areas. Locations of these centers and the names of personnel are listed below. Staff members at any of the centers will assist in developing a learning laboratory and will provide advice regarding materials and equipment. They can also supply course outlines related to programed learning.

E. Manfred Evans Community Adult School
717 North Figueroa Street
Los Angeles 90012
626-7151
Mrs. Frances Finch

Central City Regional Occupational Center
1646 South Olive Street
Los Angeles 90015
748-6511
Mrs. Elsie Withey

Garfield Community Adult School (Marianna Branch)
145 South Eastern Avenue
Los Angeles 90022
264-7685
Mrs. Camilla Townsend

Washington Community Adult School
10860 South Denker Avenue
Los Angeles 90047
757-4108
Mr. Earl Veits

West Valley Regional Occupational Center
6200 Winnetka Avenue
Woodland Hills 91364
346-3540
Mr. Ron Kindig

Other members of the Committee for Individualized Adult Learning Centers who are available to assist in the establishing of new centers include Mrs. Joan Ririe, Menlo Adult Basic Education Center; Mr. William Ririe, Banning Community Adult School, and Mrs. Jean Kardon, East Los Angeles Occupational Center.

The community adult schools listed on the following pages have study skills centers and classes that utilize programed and individualized learning techniques. Visit the center or school in your area for assistance in the selection of instructional materials.

COMMUNITY ADULT SCHOOLS AND OCCUPATIONAL CENTERS

BANNING COMMUNITY ADULT SCHOOL	1500 North Avalon Boulevard Wilmington 90744	835-6684
BILINGUAL COMMUNITY ADULT SCHOOL	3031 Whittier Boulevard Los Angeles 90023	262-1136
CENTRAL CITY REGIONAL OCCUPATIONAL CENTER	1646 South Olive Street Los Angeles 90015	748-6511
Paramedical Regional Occupational Center	3721 West Washington Boulevard Los Angeles 90016	731-6371
DORSEY COMMUNITY ADULT SCHOOL	3537 Farmdale Avenue Los Angeles 90016	292-0455
EAST LOS ANGELES REGIONAL OCCUPATIONAL CENTER	1084 North Chicago Street Los Angeles 90033	223-1283
E. MANFRED EVANS COMMUNITY ADULT SCHOOL	717 North Figueroa Street Los Angeles 90012	626-7151
Cambria Branch	1510 Cambria Street Los Angeles 90017	626-7151
Central Branch	211 West 17th Street Los Angeles 90017	748-2187
FAIRFAX COMMUNITY ADULT SCHOOL	7850 Melrose Avenue Los Angeles 90046	653-4085
FRANKLIN COMMUNITY ADULT SCHOOL	820 North Avenue 54 Los Angeles 90042	256-2144
GARDENA COMMUNITY ADULT SCHOOL	1301 West 182nd Street Gardena 90247	323-2686
GARFIELD COMMUNITY ADULT SCHOOL	5101 East 6th Street Los Angeles 90022	262-5163
HOLLYWOOD COMMUNITY ADULT SCHOOL	1521 North Highland Avenue Los Angeles 90028	467-6191
HUNTINGTON PARK COMMUNITY ADULT SCHOOL	6020 Miles Avenue Huntington Park 90255	581-7720
JEFFERSON COMMUNITY ADULT SCHOOL	1319 East 41st Street Los Angeles 90011	231-1166
LINCOLN COMMUNITY ADULT SCHOOL	3501 North Broadway Los Angeles 90031	222-5204
LOS ANGELES COMMUNITY ADULT SCHOOL	4600 West Olympic Boulevard Los Angeles 90019	933-8437
MANUAL ARTS COMMUNITY ADULT SCHOOL	4131 South Vermont Avenue Los Angeles 90037	234-9177
NORTH HOLLYWOOD COMMUNITY ADULT SCHOOL	5231 Colfax Avenue North Hollywood 91601	766-8186

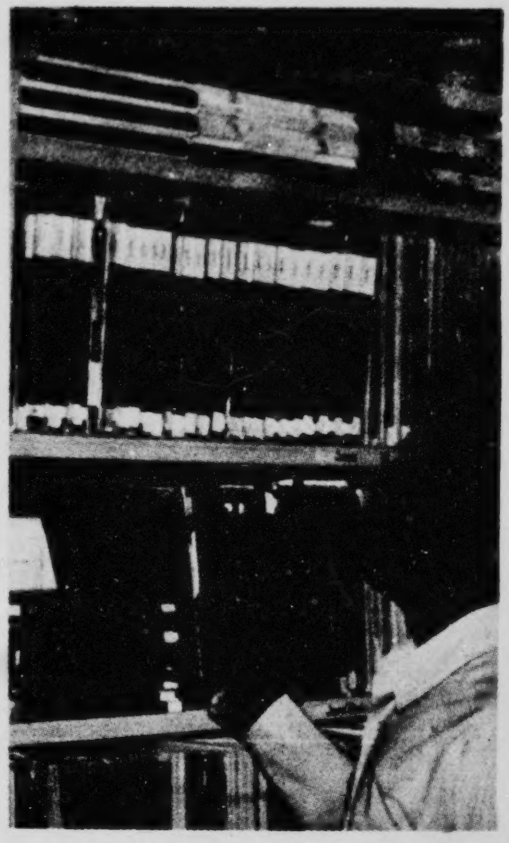
NORTH VALLEY REGIONAL OCCUPATIONAL CENTER	1309 Mott Street San Fernando 91340	365-9684
RESEDA COMMUNITY ADULT SCHOOL	18230 Kittridge Street Reseda 91335	343-1977
SAN PEDRO COMMUNITY ADULT SCHOOL	1001 West 15th Street San Pedro 90731	833-3361
UNIVERSITY COMMUNITY ADULT SCHOOL	11800 Texas Avenue Los Angeles 90025	477-2084
VAN NUYS COMMUNITY ADULT SCHOOL	6536 Cedros Avenue Van Nuys 91409	785-5427
VENICE COMMUNITY ADULT SCHOOL	13000 Venice Boulevard Los Angeles 90066	391-0411
WASHINGTON COMMUNITY ADULT SCHOOL	10860 South Denker Avenue Los Angeles 90047	757-4108
WEST VALLEY REGIONAL OCCUPATIONAL CENTER	6200 Winnetka Avenue Woodland Hills 91364	346-3540

SKILL CENTERS

EAST LOS ANGELES SKILL CENTER	1230 South Monterey Pass Road Monterey Park 91754	263-6903
PACOIMA SKILL CENTER	13299-13301 Louvre Street Pacoima 91331	896-9558
VENICE SKILL CENTER	324 Lincoln Boulevard Venice 90291	392-4153
WATTS SKILL CENTER	840 East 111th Place Los Angeles 90059	564-4451

SPECIALLY FUNDED PROGRAMS

CATHOLIC YOUTH ORGANIZATION ADULT BASIC EDUCATION CENTER	3802 Brooklyn Avenue Los Angeles 90063	687-4741
MENLO ADULT BASIC EDUCATION CENTER	1216 South Menlo Avenue Los Angeles 90006	386-6970
SAUGUS URBAN RESIDENTIAL AND EDUCATIONAL CENTER	27234 Bouquet Canyon Road Saugus 91350	680-1577
VENICE ADULT BASIC EDUCATION CENTER	1015 Lincoln Boulevard Los Angeles 90291	399-0798
WORK INCENTIVE PROGRAM (WIN) CAREER CENTER	1817 West Venice Boulevard Los Angeles 90006	487-3830



APPENDIX D

PUBLISHERS AND VENDORS OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

This Appendix contains partial lists of publishers of self-instructional materials and of vendors of instructional equipment and aids.

Since the industry involved in creating programed instructional materials is rapidly expanding, some research should be done before purchase of any materials or equipment to assure that the item is of good quality and has not become obsolete. Staff members whose names are listed in Appendix C will be pleased to offer suggestions. Assistance is also available from the Career and Continuing Curriculum Office in Room G-361 at the Central Administrative Offices.

Content of instructional materials should be current, appropriate in terms of purpose, and of high interest to adults. When ordering audio-visual equipment, determine whether the item is:

1. Easy for teacher and student to operate.
2. Appropriate in terms of course objectives.
3. Adaptable for use in more than one course.

Write to publishers and vendors for current catalogs, using a form letter stating your program objectives and needs. From the catalogs you will be able to select materials or equipment for preview to ascertain whether they will be suitable for use in the learning center.

PRODUCERS OF INSTRUCTIONAL EQUIPMENT

AUDIO-VISUAL RESEARCH
1507 8th St., S.E.
Waseca, Minn. 56093

BELL AND HOWELL
7100 McCormick Rd.
Chicago, Ill. 60645
Distributor:
A.F. Milliron Co., Inc.
1198 S. La Brea Ave.
Los Angeles, Calif. 90019
937-2722

BIO-DYNAMICS, INC.
33 Cambridge Pkwy.
Cambridge, Mass. 02142

CLASSROOM FILM DISTRIBUTORS, INC.
Distributor:
Coast Visual Education
5610 Hollywood Blvd.
Hollywood, Calif. 90028

CRAIG CORPORATION,
EDUCATION DIVISION
3410 S. La Cienega Blvd.
Los Angeles, Calif. 90016

CAREER DEVELOPMENT CORPORATION
229 N. Central Ave.
Glendale, Calif. 91203

DU KANE AUDIO-VISUAL EQUIPMENT
St. Charles, Ill. 00174
Distributor:
J.D. Audio-Visual Sales & Service
1700 E. Walnut
Pasadena, Calif. 91106
792-6682 681-9950

EDUCATIONAL DEVELOPMENTAL
LABORATORIES, INC. (EDL)
Distributor:
Coast Visual Education
5610 Hollywood Blvd.
Hollywood, Calif. 90028

EDUCATORS PUBLISHING SERVICE, INC.
75 Moulton St.
Cambridge, Mass. 02138

HERBERT M. ELKINS COMPANY
10031 Commerce Ave.
Tujunga, Calif. 91042

GRAFLEX EDUCATION AND TRAINING
235 Park Ave.
Suite 1200
New York, N.Y. 10003

GROLIER EDUCATIONAL CORPORATION
845 3rd Ave.
New York, N.Y. 10022

IMED (INSTRUCTIONAL MATERIALS
AND EQUIPMENT DISTRIBUTORS)
1520 Cotner Ave.
Los Angeles, Calif. 90025

KEYSTONE VIEW COMPANY
Meadville, Penn. 16335

LAFAYETTE INSTRUMENT COMPANY
P.O. Box 57
Lafayette, Ind. 47901

LEARNING THROUGH SEEING, INC.
8138 Foothill Blvd.
Sunland, Calif. 91040

MAGNACON COMPANY
12351 Epsilon St.
Garden Grove, Calif. 92640

MINNESOTA MINING AND
MANUFACTURING COMPANY
3M Center
St. Paul, Minn. 55105

PERCEPTUAL DEVELOPMENT
LABORATORIES
6767 Southwest Ave.
St. Louis, Mo. 63143

PSYCHOTECHNICS, INC.
1900 Pickwick Ave.
Glenview, Ill. 60025

RHEEM CALIFONE
5922 Bowcroft St.
Los Angeles, Calif. 90016

SARGENT-WELCH SCIENTIFIC COMPANY
1617 E. Ball Rd.
Anaheim, Calif. 92803

SCIENCE RESEARCH ASSOCIATES, INC.
259 E. Erie St.
Chicago, Ill. 60611

SINGER COMPANY, GRAFLEX DIVISION
Rochester, N.Y. 14603
Distributor:
Don Parsons
1520 Cotner Ave.
Los Angeles, Calif. 90025

SOCIETY FOR VISUAL EDUCATION
1345 Diversey Pkwy.
Chicago, Ill. 60614

TEACHING TECHNOLOGY CORPORATION
6837 Hayvenhurst Ave.
Van Nuys, Calif. 91407

VENDORS OF PROGRAMED AND NON-PROGRAMED MEDIA: KITS, BOOKS, TAPES, EQUIPMENT, LABORATORIES, PROGRAMS

PUBLISHER	MATERIALS
ADDISON-WESLEY PUBLISHING COMPANY 2725 Sandhill Rd. Menlo Park, Calif. 94205	ASMD, BASIC MATH SERIES, MATH ENRICHMENT, ETC.
AGRICULTURAL EXPERIMENTAL STATION AGRICULTURAL EXTENSION SERVICE University of Minnesota Bulletin Room, 3 Coffey Hall St. Paul, Minn. 55101	
ALLIED EDUCATION COUNCIL 5533 Woodlawn Ave. Chicago, Ill. 60637 or P.O. Box 78 Galien, Mich. 49113	NOONAN MATH, MOTT BASIC LANGUAGE SKILLS
ALLYN AND BACON, INC. 470 Atlantic Ave. Boston, Mass. 02210	REFRESHER MATHEMATICS
AMERICAN BOOK COMPANY 55 5th Ave. New York, N.Y. 10003	
AMERICAN EDUCATION PUBLICATIONS Education Center Columbus, Ohio 43216	
ANN ARBOR PUBLISHERS Campus Village Arcade 611 Church St., Box 1446 Ann Arbor, Mich. 48104	
APPLETON-CENTURY CROFTS 440 Park Ave. S. New York, N.Y. 10016	PROGRAMED VOCABULARY SPELLING BY PRINCIPLES HOW TO STUDY, WORDS IN CONTEXT
ARGYLE PUBLISHING CORPORATION 200 Madison Ave. New York, N.Y. 10016	

PUBLISHER	MATERIALS
AUTOMOBILE CLUB OF SOUTHERN CALIFORNIA Public Safety Department 2601 S. Figueroa St. Los Angeles, Calif. 90054	"HOW TO DRIVE IN CALIFORNIA" PREPARE FOR DRIVER'S TEST
AU-VID, INC. P.O. Box 964 Garden Grove, Calif. 92642	PROGRAMED AUDIO-VISUAL ANATOMICAL MEDICAL TERMINOLOGY
AV-ED FILMS 7934 Santa Monica Blvd. Hollywood, Calif. 90046	
BAILEY FILMS, INC. 6509 DeLongpre Ave. Hollywood, Calif. 90028	
BARNELL LOFT, LTD. 111 S. Centre Ave. Rockville Centre, N.Y.	
BEHAVIORAL RESEARCH LABORATORIES P.O. Box 577 Palo Alto, Calif. 94302	SULLIVAN READING, MODERN MATH, WORLD AFFAIRS, HEALTH SERIES, GEOGRAPHY, ECONOMICS, MATH LAB, ETC.
THE BOBBS-MERRILL COMPANY, INC. 4300 W. 62nd St. Indianapolis, Ind. 46268	
BOWMAR 622 Rodier Dr. Glendale, Calif. 91201	
R.R. BOWKER COMPANY 1180 Avenue of the Americas New York, N.Y. 10036	
BOYD AND FRASER PUBLISHING COMPANY 308 Locust St. San Francisco, Calif. 94118	
ROBERT J. BRADY COMPANY 130 Q St., N.E. Washington, D.C.	AUDIO-VISUAL FILMS, FILMSTRIPS, TRANSPARENCIES, PROGRAMED BOOKS, ALLIED HEALTH, ETC.

PUBLISHER	MATERIALS
THE BRUCE PUBLISHING COMPANY 393 Avenue of the Americas New York, N.Y. 10001	
CALIFORNIA TEST BUREAU Division of McGraw-Hill Book Co. Del Monte Research Park Monterey, Calif. 93940	
CAMBRIDGE BOOK COMPANY 488 Madison Ave. New York, N.Y. 10022	
CAREER DEVELOPMENT CORPORATION 229 N. Central Ave. Glendale, Calif. 91203	EQUIPMENT AUDIO-VISUAL ALLIED HEALTH PROGRAMS
CAREER DEVELOPMENT EDUCATiON Santa Aaa Unified School District 1405 French St. Santa Ana, Calif. 92701	
CENTRAL SCIENTIFIC COMPANY 1700 Irving Park Rd. Chicago, Ill. 60611	
CHILDREN'S PRESS 1224 W. Van Buren St. Chicago, Ill. 60607	
COLLEGE SKILLS CENTER 101 W. 31st St. New York, N.Y. 10001	88 PASSAGES 100 PASSAGES STUDY SKILLS
COMMUNACAD Box 451 Wilton, Conn. 06897	WORDCRAFT 1 and 2, VOCABULARY, RECORD, FILMSTRIPS, AND BOOK
CONTINENTAL PRESS, INC. Chestnut and Bainbridge Elizabethtown, Pa. 17022 or 367 S. Pasadena Ave Pasadena, Calif. 91105	READING, THINKING, AND LANGUAGE DITTO MASTERS, LETTER WRITING KIT, LANGUAGE FILMSTRIPS, ETC.
CONVERSA-PHONE INSTITUTE New York, N.Y. 10001	
CORONET LEARNING PROGRAMS CORONET INSTRUCTIONAL FILMS 65 E. South Water St. Chicago, Ill. 60601	PROGRAMED BASIC LANGUAGE SKILLS. USE OF THE DICTIONARY, FIGURES OF SPEECH, MAP READING, VOCABULARY DEVELOPMENT, ETC.

PUBLISHER	MATERIALS
DELMAR PUBLISHERS Mountainview Ave. Albany, N.Y. 12205	PRE-VOCATIONAL, PERSONAL DEVELOPMENT, MATH AND SHOP, SLIDE RULE, BLUEPRINT, AUTO MECHANICS
DENOYER-GEPPERT AUDIO-VISUALS 5235 Ravenswood Ave. Chicago, Ill. 60640	
DOUBLEDAY AND COMPANY, INC. 501 Franklin Ave. Garden City, N.Y. 10017	
E.I. DU PONT DE NEMOURS AND COMPANY Industrial Training Service Room 7450, Nemours Building Wilmington, Del. 19898	
THE ECONOMY COMPANY Box 13998 Atlanta, Ga. 30324	
EDUCATIONAL AUDIO-VISUAL 29 Marble Ave. Pleasantville, N. Y. 10570	SPEECH PHONE: AMERICAN SPEECH SOUNDS; WALL CHARTS FOR GUIDED COMPOSITION
EDUCATIONAL DEVELOPMENTAL LABORATORIES (EDL) Division of McGraw-Hill Huntington, N.Y. 11744 or c/o Coast Visual Education Co. 5610 Hollywood Blvd. Hollywood, Calif. 90028	LISTEN READ/WRITE/THINK: CASSETTES AND LESSON BOOKS, STUDY SKILLS KITS, CONTROLLED READER GUIDES AND FILMSTRIPS, WORD CLUES VOCABULARY BOOKS, ETC.
EDUCATIONAL ENGINEERING, INC. 381 W. 7th St. San Pedro, Calif. 90731	
EDUCATIONAL PROGRESS CORPORATION 8538 E. 41st St. Tulsa, Okla. 74145	
EDUCATIONAL SERVICES AND SUPPLIES COMPANY, INCORPORATED 261 Alhambra Cir. Coral Gables, Fla. 33134	
EDUCATIONAL SYSTEMS DEVELOPMENT 31270 Stephenson Hwy. P.O. Box 157 Royal Oak, Mich. 48068	

PUBLISHER	MATERIALS
THE EFFECTIVE LEARNING CORPORATION 28 W. Canal St. Navaree, Ohio 44662	
HERBERT M. ELKINS COMPANY 10031 Commerce Ave. Tujunga, Calif. 91042	READWELL ESSAYS
ENCYCLOPAEDIA BRITANNICA FILMS INC. 1150 Wilmette Ave. Wilmette, Ill. 60091	
ENCYCLOPAEDIA BRITANNICA PRESS 425 N. Michigan Ave. Chicago, Ill. 60611	"TEMAC" ALGEBRA, ETC. EDUCATIONAL-VOCATIONAL FILMS, FILMSTRIPS
ENTELEK, INC. 42 Pleasant St. Newburyport, Mass. 01950	
EYE GATE HOUSE, INC. 146-01 Archer Ave. Jamaica, N.Y. 10570 or 4848 McConnell Ave. Los Angeles, Calif. 90060 823-1246	
FEARON PUBLISHERS 2165 Park Blvd. Palo Alto, Calif. 94306	AUDIO-LINGUAL ENGLISH SERIES
FIELD EDUCATIONAL PUBLICATIONS, INC. 2400 Hanover St. Palo Alto, Calif. 94304	
FOLLETT PUBLISHING COMPANY 1010 W. Washington Blvd. Chicago, Ill. 60607	INDIVIDUALIZED ENGLISH J-H
GENERAL LEARNING CORPORATION Career Advancement Programs 3 E. 54th St. New York, N.Y. 10022	G.E.D. PROGRAM
GINN AND COMPANY Statler Building Boston, Mass. 02117	
GLOBE BOOK COMPANY, INC. 175 5th Ave. New York, N.Y. 10010	

PUBLISHER	MATERIALS
GOVERNMENT PRINTING OFFICE Superintendent of Documents Washington, D.C. 20402	ADVANCED GENERAL EDUCATION PROGRAM (G.E.D.) A.G.E.P. BOOKLETS (NOTE: SEE JOB CORPS)
GRAFLEX EDUCATION AND TRAINING 235 Park Ave. S. Suite 1200 New York, N.Y. 10003	
GROLIER EDUCATION CORP. (Teaching Materials Corp.) 575 Lexington Ave. New York, N.Y. 10022	READING ATTAINMENT, MODERN CONSUMER EDUCATION, MATH, SCIENCE, SPELLING, PUNCTUATION
GUIDANCE ASSOCIATES Pleasantville, N.Y. 10570	
HARCOURT BRACE JOVANOVICH, INC. 757 3rd Ave. New York, N.Y. 10017 or Polk and Geary Streets San Francisco, Calif. 94109	ENGLISH 2200, 2600, 3200 LITERATURE STEPS TO BETTER READING
HALLS OF IVY PRESS 10523 Burbank Blvd. Suite 209 North Hollywood, Calif. 91601	MEDICAL TERMINOLOGY ANATOMICAL TERMS, TESTS
HARPER AND ROW, PUBLISHERS, INC. 49 E. 33rd St. New York, N.Y. 10016	
HARVARD UNIVERSITY PRESS 79 Garden St. Cambridge, Mass. 02138	
D.C. HEATH AND COMPANY 1050 Northgate Dr. San Rafael, Calif. 94903	HEALTH, URBAN READING PROGRAMS
HOBART WELDING SCHOOL Trade Square East Troy, Ohio 45373	
HOLT, RINEHART, AND WINSTON, INC. 383 Madison Ave. New York, N.Y. 10017	
HOPE COLLEGE Holland, Mich. 49423	
HOUGHTON-MIFFLIN COMPANY 2 Park St. Boston, Mass. 02107	

PUBLISHER	MATERIALS
IMPERIAL LEARNING CORPORATION c/o Coast Visual Education 5610 Hollywood Blvd. Hollywood, Calif. 90028	MATH POWERPACS, CASSETTE TAPES
IMPERIAL PRODUCTIONS, INC. Department K Kankakee, Ill. 40901	
INSTRUCTIONAL MATERIALS AVAILABILITY CENTER Office of Instructional Resources University of Illinois at Chicago Circle Box 4348 Chicago, Ill. 60680	
INSTRUCTIONAL MATERIALS COMPANY P.O. Box 8065 Greensboro, N.C. 27410	
INTERNATIONAL EDUCATIONAL SERVICES, INC. Division of International Textbook Company Department 852A Scranton, Pa. 18515	
JOB CORPS United States Department of Labor Curriculum Development Branch Attn: Mr. William Hinchliff 1111 18th St., N.W. Washington, D.C. 20036	READING MANUAL AND PLACEMENT TESTS, AGEP BOOKLETS
KENWORTHY INSTRUCTIONAL MATERIALS 231 E. Millbrae Ave. Millbrae, Calif. 94030	
LOS ANGELES CITY COLLEGE Campus Bookstore 854 N. Vermont Ave. Los Angeles, Calif. 90029	A PROGRAMMED APPROACH: THE UNITED STATES IN THE TWENTIETH CENTURY, LESSER
LEARNING MATERIALS INC. 100 E. Ohio St. Chicago, Ill. 60611	
J.B. LIPPINCOTT COMPANY Educational Publishing Division East Washington Square Philadelphia, Pa. 19105	

PUBLISHER	MATERIALS
LONG FILMSLIDE SERVICE 7505 Fairmount Ave. El Cerrito, Calif.	
LYONS AND CARNAHAN, INC. 407 E. 25th St. Chicago, Ill. 60616	
THE MACMILLAN COMPANY 866 Third Ave. New York, N.Y. 10022 or 23 Orinda Way Orinda, Calif. 94563	"LEARNING HOW TO READ THE DICTIONARY" WORD ANALYSIS AND VOCABULARY DEVELOPMENT READING COMPREHENSION
McCORMICK-MATHERS PUBLISHING COMPANY Wichita, Kan. 67201 or 300 Pike St. Cincinnati, Ohio 45202	MATH LAB
McGRAW-HILL COMPANY Gregg Division 330 W. 42nd St. New York, N.Y. 10036 or 8178 Redwood Hwy. Novato, Calif. 94947	TYPING, FILING, SHORTHAND, BOOKKEEPING
MAST DEVELOPMENT COMPANY 2212 E. 12th St. Davenport, Iowa 52803	LANGUAGE TAPES
MEDIA MASTERS 400 W. 6th St. Tustin, Calif. 92680	ELECTIONS AND VOTING, CALIFORNIA AND NATIONAL; BUILDING BETTER SENTENCES, LIBRARY SKILLS, ETC.
MEDICAL COLLEGE OF GEORGIA BOOKSTORE Augusta, Ga. 30902	
CHARLES E. MERRILL BOOKS, INC. 1300 Alum Creek Dr. Columbus, Ohio 43216	BUILDING READING POWER MODERN READING BOOKS
CHARLES E. MERRILL COMPANY 2333 Turk Blvd. San Francisco, Calif. 94118	MODERN READING SKILL TEXTS, ETC.
MODULEARN, INC. 32158 Camino Capistrano San Juan Capistrano, Calif.	U.S. HISTORY AND GOVERNMENT (PROGRAMED; INCLUDES TESTS, MANUAL, AND ANSWER KEY)

PUBLISHER	MATERIALS
MONEY MANAGEMENT INSTITUTE Household Finance Corp. Prudential Plaza Chicago, Ill. 60601	
MT. SAN JACINTO COLLEGE 21400 Highway 79 Gilman Hot Springs, Calif. 92340	MULTI-MEDIA PACKETS IN HISTORY, NURSING, AUTO MECHANICS, ETC.
C.V. MOSBY COMPANY St. Louis, Mo.	TECHNICAL, NURSING, AND VOCATIONAL BOOKS
NATIONAL EDUCATION ASSOCIATION 1201 16th St., N.W. Washington, D.C. 20036	
NATIONAL COUNCIL OF TEACHERS OF ENGLISH 508 S. 6th St. Champaign, Ill. 61820	
NATIONAL DAIRY COUNCIL 111 N. Canal St. Chicago, Ill. 60606	
NEW READERS PRESS, INC. Box 131 Syracuse, N.Y. 13210	
NEW YORK TIMES Book and Educational Division 229 W. 43rd St. New York, N.Y. 10036	
NOBLE AND NOBLE PUBLISHERS, INC. 750 3rd Ave. New York, N.Y. 10017	
OXFORD BOOK COMPANY Keystone Educational Press Inc. 10639 Riverside Dr. North Hollywood, Calif. 91602	
PACIFIC TELEPHONE 740 So. Olive Los Angeles, Calif. 90015	
PHOTO AND SOUND COMPANY 870 Monterey Pass Rd. Monterey Park, Calif. 91754 264-6850	

PUBLISHER	MATERIALS
POCKET BOOKS INC. 630 5th Ave. New York, N.Y. 10020	
PORTAL PRESS 605 3rd Ave. New York, N.Y. 10036	SPRINGBOARDS READING KITS
PRENTICE-HALL, INC. Route 9W Englewood Cliffs, N.J. 07632	PROGRAMED COLLEGE VOCABULARY
THE PSYCHOLOGICAL CORP. 304 E. 45th St. New York, N.Y. 10017	
PURDUE UNIVERSITY AUDIO-VISUAL CENTER Lafeyette, Ind. 47901	
J. RAVIN PUBLICATIONS P.O. Box 114 El Segundo, Calif. 90245	
READER'S DIGEST Educational Division Pleasantville, N.Y. 10570	
THE READING LABORATORY INC. Developmental Research Institute Inc. 550 5th Ave. New York, N.Y. 10036	SKILL FILE BOX LABORATORY CONSISTING OF READING IMPROVEMENT ACTIVITIES; EIGHT GRADUATED DIFFICULTY LEVELS
REGENTS PUBLICATIONS Simon and Schuster, Inc. Educational Division 1 W. 39th St. New York, N.Y. 10018	
RESOURCES DEVELOPMENT CORP. P.O. Box 591 East Lansing, Mich. 48823	
FRANK E. RICHARDS PUBLISHING COMPANY, INC. 215 Church St. Phoenix, N.Y. 13135	
W.B. SAUNDERS COMPANY W. Washington Sq. Philadelphia, Pa. 19105	

PUBLISHER	MATERIALS
SCIENCE RESEARCH ASSOCIATES 259 E. Erie St. Chicago, Ill. 60611	DIMENSIONS IN READING (MANPOWER) READING FOR UNDERSTANDING, SPELLING KITS
SCHOLASTIC BOOK SERVICE 904 Sylvan Ave. Englewood Cliffs, N.J.	
SOUTHERN CALIFORNIA REGIONAL OCCUPATIONAL CENTER (SCROC) 2300 Crenshaw Blvd. Torrance, Calif. 90501	MULTI-MEDIA PROGRAMED VOCATIONAL MODULES
SCOTT, FORESMAN AND COMPANY 3145 Piedmont Rd., N.E. Atlanta, Ga. 30305	
SILVER BURDETT COMPANY Morristown, N.J. 07960	
L.W. SINGER COMPANY, INC. 501 Madison Ave. New York, N.Y. 10022	
SIMON AND SCHUSTER, INC. New York, N.Y.	
SOCIETY FOR VISUAL EDUCATION 1345 Diversey Pkwy. Chicago, Illinois 60614	IMED – PHONICS, TAPES, READING COMPREHENSION, EQUIPMENT AND SOFTWARE
SOUTH-WESTERN PUBLISHING COMPANY 11 Guittard Rd. Burlingame, Calif. 94010	
STECK-VAUGHN COMPANY P.O. Box 2028 Austin, Tex. 78767	BASIC EDUCATION BOOKS: MATHEMATICS, ENGLISH, ETC.
SUPERINTENDENT OF DOCUMENTS U.S. Government Printing Office Washington, D.C. 20402	JOB CORPS READING PROGRAM
SYRACUSE UNIVERSITY Bureau of School Service School of Education Syracuse, N.Y. 13210	
TEACHING AIDS, INC. 200 Nieto Ave. Long Beach, Calif. 90803	

PUBLISHER	**MATERIALS**
TEACHERS COLLEGE PRESS Teachers College Columbia University 525 W. 120th St. New York, N.Y. 10027	
TEACHING TECHNOLOGY CORP. Box 3817 6837 Hayvenhurst Ave. Van Nuys, Calif. 91407	VOCATIONAL-MEDICAL
UNIVERSITY OF CHICAGO PRESS Chicago, Ill. 60637	
UNIVERSITY OF IOWA Bureau of Audio-Visual Instruction Iowa City, Iowa 52240	
VIMCET ASSOCIATES P.O. Box 24714 Los Angeles, Calif. 90024	
VOCABULARY INC. 3071 S. Broad St. Chicago, Ill. 60608	
WESTINGHOUSE LEARNING 100 Park Ave. New York, N.Y. 10017	INDIVIDUALIZED LEARNING COURSES LANGUAGE, SPELLING, VOCATIONS
JOHN WILEY & SONS, INC. 605 3rd Ave. New York, N.Y. 10016	MEDICAL TERMINOLOGY TECHNICAL BOOKS
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Dallas, Tex. 75207

Samples of diagnostic placement tests used at some individualized adult learning centers have been included in this Appendix.

The Job Corps Screening and Placement tests are in the public domain and therefore are not copyrighted. These instruments are used to determine the student's **reading comprehension** level. They correlate with the Gray Oral Reading, the Jastak Wide Range, and the Botel Word Opposites tests in determining what the initial reading placement should be.

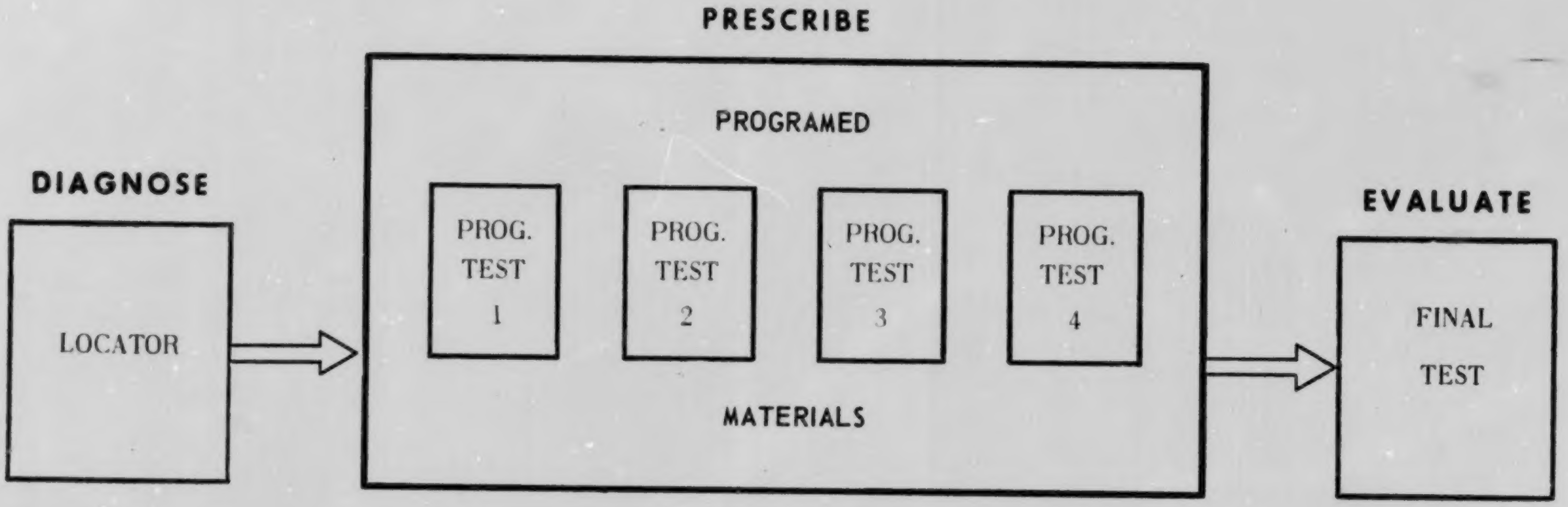
In Appendix F are listed additional examples of informal reading instruments and names of test publishers.

APPENDIX

E

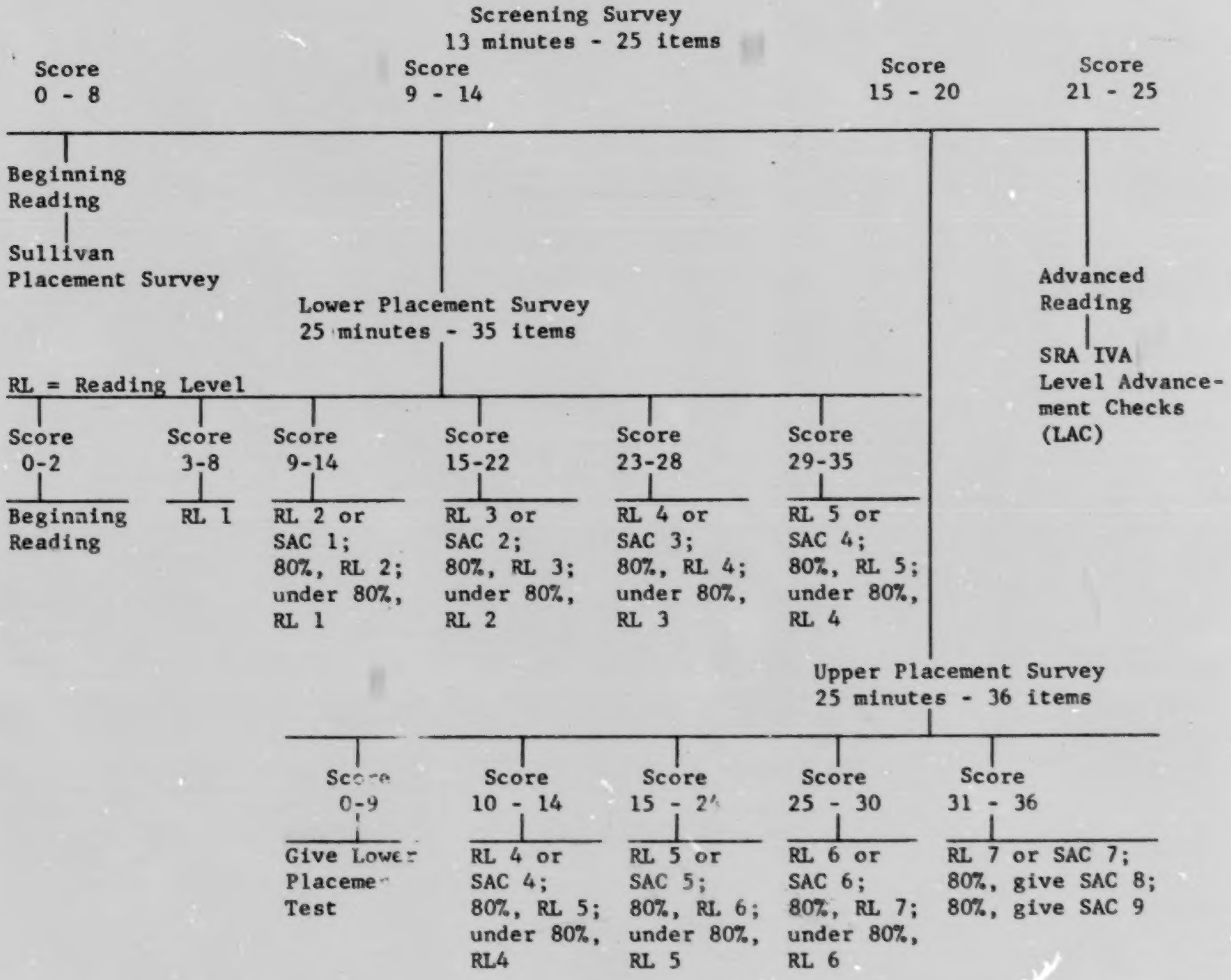
SAMPLES OF DIAGNOSTIC PLACEMENT TESTS

SEQUENCE OF PROGRESS


DIAGNOSE
LOCATOR
PRESCRIBE
PROGRAMED
PROG. TEST 1
PROG. TEST 2
PROG. TEST 3
PROG. TEST 4
MATERIALS
EVALUATE
FINAL TEST

ESTABLISHING STUDENT'S READING LEVEL FROM PLACEMENT TESTS

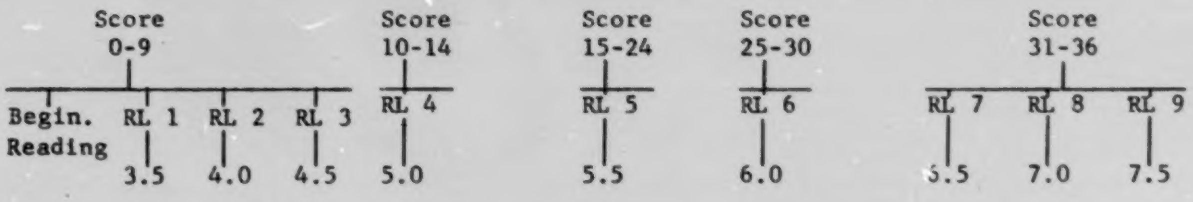
Screening Survey
Lower Placement Survey
Upper Placement Survey


Screening Survey
13 minutes - 25 items
Score 0 - 8
Score 9 - 14
Score 15 - 20
Score 21 - 25
Beginning Reading
Sullivan Placement Survey
Advanced Reading
SRA IVA Level Advancement Checks (LAC)
Lower Placement Survey
25 minutes - 35 items
RL = Reading Level
Score 0-2
Beginning Reading
Score 3-8
RL 1
Score 9-14
RL 2 or SAC 1; 80%, RL 2; under 80%, RL 1
Score 15-22
RL 3 or SAC 2; 80%, RL 3; under 80%, RL 2
Score 23-28
RL 4 or SAC 3; 80%, RL 4; under 80%, RL 3
Score 29-35
RL 5 or SAC 4; 80%, RL 5; under 80%, RL 4
Upper Placement Survey
25 minutes - 36 items
Score 0-9
Give Lower Placement Test
Score 10 - 14
RL 4 or SAC 4; 80%, RL 5; under 80%, RL4
Score 15 - 24
RL 5 or SAC 5; 80%, RL 6; under 80%, RL 5
Score 25 - 30
RL 6 or SAC 6; 80%, RL 7; under 80%, RL 6
Score 31 - 36
RL 7 or SAC 7; 80%, give SAC 8; 80%, give SAC 9

SAC Test is the Step Advancement Check test which determines whether or not the student should move up to the next higher reading level.

JOB CORPS READING LEVELS AND APPROXIMATE GRADE LEVELS

Compared with scores on Job Corps Upper Placement Test:


Score 0-9
Begin. Reading
RL 1
3.5
RL 2
4.0
RL 3
4.5
Score 10-14
RL 4
5.0
Score 15-24
RL 5
5.5
Score 25-30
RL 6
6.0
Score 31-36
RL 7
6.5
RL 8
7.0
RL 9
7.5

SAMPLE PLACEMENT SURVEY
ENGLISH 7 P.I. READING COMPREHENSION SCREENING TEST
Screening, 13 Minutes

Upper
Placement

Last Name First Name Score__________

Lower
Placement

Date

Here are some sentences with missing words. Choose the word that makes the most sense to fill in each missing word. A blank with a number shows a word is missing. Four words that might go in the blank are given below with the same number. Show the word you think makes most sense by placing an "x" in front of that word.

Sample Item: Five cents is called a __1__.

To stop a car you step on the __2__.

1)_____ penny
_____ quarter
_____ nickel
_____ dollar

2)_____ gas
_____ brake
_____ horn
_____ cake

What a difference there is between a bark and a growl! When a dog barks he throws his head high. A bark is not a war cry. But when a dog growls, he __1__ his head. A growl may mean he is ready to fight. The dog must guard his throat when he fights another animal. If a dog comes barking to meet you, you are in no __2__.

1)_____ heads
_____ raises
_____ lowers
_____ looses

2)_____ friend
_____ safety
_____ danger
_____ house

Do you know that many farmers buy ladybugs for their gardens? Ladybugs never eat plants. They eat other __3__ that do eat plants.
Mr. Sam Quick sells ladybugs to __4__. Many men work for him. Mr. Quick's men look in trees for sleeping __5__. They sleep on cool tree leaves.
The men put sheets on the ground. Then they shake the __6__. When the bugs fall, the men pick up the __7__. The ladybugs are inside.

3)_____plants
_____ladybugs
_____bugs
_____ladies

4)_____farmers
_____gardens
_____grocers
_____housewives

5)_____plants
_____ladybugs
_____farmers
_____quietly

6)_____trees
_____sheets
_____plants
_____grass

7)_____ladybug
_____trees
_____plants
_____sheets

Two million tons of coal burned every minute would not equal the __8__ that the Gulf Stream gives forth in its Atlantic crossing. Without the Stream's warmth England's pleasant green countryside would be as cold as Labrador, which is no farther north than England. If this "river of blue" were cooled as much as fifteen __9__, England, Scandinavia, Northern France, and Germany would probably become a region for the __10__ only.

8)_____ heat
_____ cold
_____ water
_____ river

9)_____ inches
_____ degrees
_____ months
_____ tons

10)_____ heat
_____ trees
_____ water
_____ Eskimos

My interest in octopuses started a few years ago in Palm Beach. I watched a pair of ___ 11 ___ in two six-foot tanks at the Marine Biological Laboratory. With their tentacles ___ 12 ___ they were a couple of feet across. I was fascinated by the way they moved about. their miraculous way of changing color, the way they caught little crabs with a sudden flip of their ___ 13 ___ and by their almost human eyes that seemed amazingly intelligent.

Spiders, though not generally popular, are true friends of man, and scientists believe that human life could not survive without them. For a spider's life is devoted to snaring and devouring insects which might otherwise ___ 14 ___ and desolate the earth. It has been estimated that each year the spiders in England and Wales destroy ___ 15 ___ more than equal in weight to the entire human population of that area.

11)___glasses
___fish
___they
___them

12)___off
___extended
___invented
___arms

13)___tentacles
___hands
___feet
___tails

14)___multiply
___divide
___fly
___arrive

15)___webs
___plants
___animals
___insects

Among the most colorful sights in London are the soldiers in scarlet tunics and tall bearskin hats who do ___ 16 ___ duty outside Buckingham Palace and other royal ___ 17 ___. The Brigade of Guards is an example of spit-and-polish, parade-ground perfection. But though they exhibit the elegance of musical comedy soldiers, the Guards in time of war are chosen for some of the toughest frontline fighting jobs. Since 1660 they have taken part in almost every great campaign the British have fought. For three ___ 18 ___ the Guards' tradition of iron discipline has been a force in molding British character. Even under appalling ___ 19 ___, they have ___ 20 ___ set an example of flawless discipline.

16)__sightseeing
__combat
__aviation
__sentry

17)__carriages
__ceremonies
__residences
__relatives

18)__hundred
__centuries
__decades
__years

19)__conduct
__request
__conditions
__selection

20)__never
__sometimes
__then
__always

The history of the protozoa, as a microbiologist Roman Vishnaic tells it, started with the formation of the earth, a process that scientists estimate began three or four million years ago. A whirling ball of gases torn from the sun gradually solidified in a pattern that placed the heaviest elements of our present chemical scale centrally and worked outward to the ___ 21 ___, principally hydrogen and oxygen, the components of water; these intermingled and rose in blankets of ___ 22 ___ many miles high. On the ___ 23 ___ surface the continental platforms floated into place; the gobal covering gradually hardened and cooled so that it could receive the vaporous layer's endless precipitation as water, instead of reconverting it instantly to steam and sending it aloft again. When this happened, the heavy clouds, piled on each other mile after lofty mile, loosed their burdens like weary sponges; the skies were cleared by ___ 24 ___ that lasted centuries, filing the ocean beds. All this for protozoa, Vishnaic says happily, for life began in the ___ 25 ___.

21)___heaviest
___lightest
___weakest
___darkest

22)___wool
___air
___heat
___clouds

23)___sun's
___earth's
___moon's
___river's

24)___clouds
___sunshine
___rain
___mist

25)___sky
___universe
___sea
___air

SAMPLE PLACEMENT SURVEY
Lower Level, 25 Minutes

Name________________________________ Score ______

Reading Placement Test, RJLP1, for Graded Reading Selections, Levels 1-5

Here are some sentences with missing words. Choose the word that makes the most sense to fill in each missing word. A blank with a number shows a word is missing. Four words that might go in the blank are given below with the same number. Show the word you think makes most sense by placing an "x" in front of that word.

Sample item: The new snow was very ______ 1) ____ hot
____ cold
____ black
____ winter

A way has been found to get you safely out of a plane. First, ___1___ would hit the escape switch. Your ___2___ top would fall away. A rocket would ___3___. This would send the seat and you ___4___ of the plane. Fins would spring out of the seat. ___5___ keep you from rolling. Then, another ___6___ would go off. This is to get you out of the seat as you are ___7___. Then, your parachute ___8___ like a large flower.

1) ____you
____it
____the plane
____your

2) ____red
____own
____car
____plane's

3) ____sit up
____go off
____ring
____safely

4) ____up and out
____without
____inside out
____to and fro

5) ____Them
____It
____These
____The

6) ____seat
____plane
____rocket
____top

7) ____landed
____rising
____swimming
____falling

8) ____opens
____closes
____sounds
____keeps

It was 50 degrees below zero. The ___9___ blew hard. A group of five tired men pushed their way through the high ___10___. They wanted to be the first to ___11___ the South Pole. The head of the party was Robert Scott. Many weeks ago their ship had ___12___ on the coast of Antarctica. A camp was set up. Some of the men stayed ___13___ to take care of things. Scott and his party started out for the 900 mile walk. Ponies pulled the 1000 pound ___14___.

9) ____cold
____wind
____windy
____water

10) ____snow
____grass
____way
____green

11) ____climb
____paint
____live
____reach

12) ____discovered
____left
____landed
____climbed

13) ____there
____with
____afloat
____asleep

14) ____balloon
____truck
____boat
____sled

Nineteen miles above the earth a man sat inside a large ball. The ball had been carried high into the ___15___ by a balloon. The man in the ___16___ was Major Simons.

In the daytime the sun made the ball very hot but an air cooler kept Simons __17__. At night it became cold. Then a heater kept him __18__. Down on the earth men were tracking the __19__. A truck tried to stay __20__ the balloon all the time. Simons was __21__ to talk with the men by radio. He said he was __22__ into a storm.

15) ___mountain
___sky
___planet
___building

16) ___rocket
___balloon
___ball
___moonship

17) ___quiet
___cool
___warm
___high

18) ___sleepy
___fed
___hungry
___warm

19) ___sun
___satellite
___stars
___balloon

20) ___below
___by
___beside
___over

21) ___able
___first
___unlikely
___not

22) ___outside
___beginning
___heading
___jumping

In the summer of 1957, men built a small town at the South Pole. They knew life would be __23__. Still they went to study the stars, the air around them, and the snow and ice below them. Quickly they __24__ their houses. All buildings were joined __25__ by snow tunnels. The men knew that for days it would stay more than 80 __26__ below zero. Because of these snow __27__ they did not have to go outside very often. Going outside when it is even 60 degrees below __28__ is very hard on a man.

23) ___long
___soft
___hard
___warm

24) ___burned
___wrecked
___froze
___built

25) ___apart
___together
___each
___between

26) ___minutes
___degrees
___hours
___miles

27) ___tunnels
___roads
___plows
___huts

28) ___zero
___80
___100
___ground

All forms of movement are the result of pushing or pulling. When you walk, your feet __29__ against the ground. If the ground were perfectly smooth so that you could not get a grip on it, movement would be __30__. For their movement, automobiles and locomotives depend on the friction of their __31__ against whatever supports them: road surface or __32__. Without __33__, the wheels would spin round, but the __34__ would get nowhere. Yet a rocket out in space has nothing around it; it moves in a __35__. The rocket carries with it something it can push against: its fuel.

29) ___fall
___pull
___float
___push

30) ___smooth
___tiring
___impossible
___assured

31) ___brakes
___wheels
___transmission
___acceleration

32) ___rails
___dirt
___concrete
___tires

33) ___steam
___paved roads
___fuel
___friction

34) ___vehicles
___roads
___rails
___friction

35) ___centrifuge
___satellite
___vacuum
___suction

SAMPLE PLACEMENT SURVEY
Upper Level, 25 Minutes

Score

Screening Test ______
Upper Placement ______
SAC Test ______
Assigned Reading Level ______

____
Last Name First Name

____
Date

Here are some sentences with missing words. Choose the word that makes the most sense to fill in each missing word. A blank with a number shows a word is missing. Four words that might go in the blank are given below with the same number. Show the word you think makes most sense by placing an "x" in front of that word.

Sample item: The new snow was very ______ 1) ____hot
____cold
____black
____winter

On the water, as on land, the fire fighter never forgets the great importance of the first five minutes of a fire. Even more than land fires, water-front fires have a way of __1__ in a few minutes from a small fire into a __2__ blaze. This is partly due to the fact that the pier and warehouses are made of wood and tar which __3__ easily. A fire puts up its most __4__ fight among the heavy piles under the __5__ and warehouses. The __6__ are driven into the bottom close together. Since there is little space __7__ them, the streams of water cannot reach the burning __8__, and the fire spreads quickly as it passes from one pile to the other.

1) ____decreasing
____being
____staying
____changing

2) ____small
____huge
____smouldering
____limited

3) ____burn
____rot
____fall
____melt

4) ____changing
____stunning
____stubborn
____incensed

5) ____boats
____piles
____piers
____water-front

6) ____fire engine
____piers
____warehouses
____piles

7) ____between
____in
____toward
____after

8) ____water
____areas
____houses
____warehouses

Screwdriver and splicing knife hanging from his belt, the telephone man keeps history's happiest invention humming from coast to coast. He watches over 265 million miles of __9__, waging war against storm, disaster and pesky animals that chew up or nest in his __10__. He hoists his lines over mountains with helicopters, shoots them across canyons with bow and __11__, strings them through dark conduits far __12__ great cities. To every home and office he gains ready __13__ exuding courtesy and __14__.

9) ____wire
____water
____coastline
____film

10) ____plants
____equipment
____clothing
____trees

11) ____darts
____gun
____arrow
____stern

12) ____better
____above
____beside
____beneath

13) ____expense
____entrance
____exit
____entranced

14) ____wires
____helpfulness
____sickness
____advancement

Engineers have created the first practical robot for steering an automobile. This electromechanical ____15____ can guide an automobile in ____16____ to signals from an electric cable beneath the highway pavement. Somewhat ____17____ automatic arrangements may someday permit commercial airliners to travel through the sky along ____18____ electronic air lanes. Under automatic ____19____, aircraft will take off, fly precise air routes, and land without the ____20____ of human pilots, regardless of weather conditions. Automation has ____21____ many striking triumphs in the ____22____ of manufacturing. ____23____ one group of automatic machines turns out finished products, another ____24____ of robots will prepare these products for shipment to customers.

15) ____robot
____engineer
____beacon
____report

16) ____responded
____respond
____responsive
____response

17) ____simultaneous
____similar
____familiar
____similarity

18) ____invisible
____indefinite
____indelible
____informed

19) ____authority
____elimination
____control
____recognition

20) ____inactivity
____apprehension
____assistance
____elimination

21) ____revalued
____perceived
____retrieved
____achieved

22) ____part
____field
____cost
____reduction

23) ____until
____while
____still
____soon

24) ____equivalent
____manufacturer
____color
____battery

At Johnsville, Pennsylvania, the Navy has a big centrifuge on which the astronauts ____25____ the pull of gravity, just as they will when they are shot into space and again when the capsule ____26____ the earth's ____27____ after orbiting. Normal g-pull is the pull of earth's gravity on a human. The ____28____ of the pull is measured by the weight of the body. Scientists ____29____ that the pull at launching will be a little less than nine times the weight of the astronaut's body. They say this pull will last a second or so, and then will ____30____ during launching to a g-pull of about five that will last perhaps a minute.

25) ____prove
____repudiate
____experience
____recognize

26) ____re-enters
____reinforces
____expells
____engages

27) ____astrophysics
____surface
____astronomy
____atmosphere

28) ____speed
____force
____time
____distance

29) ____require
____measure
____estimate
____evaluate

30) ____increase
____modify
____orbit
____reject

From where I sit I can see the coming within the next decade of a great golden era in medicine, the greatest so far in mankind's ___31___. I see progress in many fields of science -- physics, chemistry, and the so-called life sciences -- developing at such a rapid ever-increasing pace that I expect it to ___32___ within the near future in a mammoth break-through of ___33___ a break-through of such magnificent ___34___ that a way will at last be open for the control of all the terrible diseases that have baffled and ___35___ mankind through the ___36___.

31) ____characteristics
____history
____category
____century

32) ____contaminate
____deteriorate
____dwindle
____culminate

33) ____obsolescence
____knowledge
____disease
____irrelevance

34) ____fragility
____proportions
____detention
____deception

35) ____planned
____pleased
____plagiarized
____plagued

36) ____centuries
____year
____research
____physicians

ANSWER KEYS FOR READING PLACEMENT SURVEYS

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SCREENING	"L" PLACEMENT (lower)	"U" PLACEMENT (upper)
1. nickel (given)	1. you	1. changing
2. brake (given)	2. plane's	2. huge
3. (1) lowers	3. go off	3. burn
4. (2) danger	4. up and out	4. stubborn
5. (3) bugs	5. These	5. piers
6. (4) farmers	6. rocket	6. piles
7. (5) ladybugs	7. falling	7. between
8. (6) trees	8. opens	8. areas
9. (7) sheets	9. wind	9. wire
10. (8) heat	10. snow	10. equipment
11. (9) degrees	11. reach	11. arrow
12. (10) Eskimos	12. landed	12. beneath
13. (11) them	13. there	13. entrance
14. (12) extended	14. sled	14. helpfulness
15. (13) tentacles	15. sky	15. robot
16. (14) multiply	16. ball	16. response
17. (15) insects	17. cool	17. similar
18. (16) sentry	18. warm	18. invisible
19. (17) residences	19. balloon	19. control
20. (18) centuries	20. below	20. assistance
21. (19) conditions	21. able	21. achieved
22. (20) always	22. heading	22. field
23. (21) lightest	23. hard	23. while
24. (22) clouds	24. built	24. battery
25. (23) earth's	25. together	25. experience
26. (24) rain	26. degrees	26. re-enters
27. (25) sea	27. tunnels	27. atmosphere
	28. zero	28. force
Suggested time: 13"	29. push	29. estimate
	30. impossible	30. modify
	31. wheels	31. history
	32. rails	32. culminate
	33. steam	33. knowledge
	34. vehicles	34. proportions
	35. vacuum	35. plagued
	Suggested time: 25"	36. centuries
		Suggested time: 25"

DIRECTIONS: (Type into the test papers or read to student(s))

"Here are some sentences with missing words. A blank in the sentence with a number on it shows where a word is missing. Four words that might go in the blank are then given after the same number as that of the missing word. Choose from those four the word that makes the most sense in each blank. Show the word you think is best by......

PLACEMENT:

From SCREENING scores:	From "L" scores:	From "U" Scores:
0-8..Beginning Reading	0-2 Sullivan Placement	0-9 Take L Placement
9-14.."L" Placement	3-8 Step 1 or SAC 1	10-14 Step or SAC 4
15-20.."U" Placement	9-14 Step 1 or SAC 1	15-24 Step or SAC 5
21-25..Advanced Reading	15-22 Step or SAC 2	25-30 Step or SAC 6
	23-28 Step or SAC 3	31-36 Step or SAC 7
	29-35 Step or SAC 4	(if 80% or more on SAC 7, do SAC 8, etc.)

Score of 80% or better needed to pass any SAC

AHNTHOLZ MATHEMATICS PLACEMENT
Test 1

WHOLE NUMBERS Period_____ Date_______ Name__________________________

Do NOT WORRY about your score on this paper. Your teacher wants to find out if you need any practice on these skills. Do your work on this paper.

ADD

(1) $\begin{array}{r} 9658 \\ +\ 3467 \\ \hline \end{array}$

(2) $\begin{array}{r} 4272 \\ 5468 \\ +\ 1845 \\ 1402 \\ \hline \end{array}$

(3) $\begin{array}{r} 6535 \\ 369 \\ +\ 274 \\ 4816 \\ \hline \end{array}$

(4) $7+312+53+168$

SUBTRACT

(5) $\begin{array}{r} 584 \\ -\ 322 \\ \hline \end{array}$

(6) $\begin{array}{r} 83 \\ -\ 27 \\ \hline \end{array}$

(7) $\begin{array}{r} 3570 \\ -\ 2980 \\ \hline \end{array}$

(8) $\begin{array}{r} 8607 \\ -\ 3938 \\ \hline \end{array}$

(9) $\begin{array}{r} \$200.14 \\ -\ 14.25 \\ \hline \end{array}$

(10) $\begin{array}{r} 30024 \\ -\ 15886 \\ \hline \end{array}$

MULTIPLY

(11) $\begin{array}{r} 423 \\ \times\ 7 \\ \hline \end{array}$

(12) $\begin{array}{r} 7264 \\ \times\ 6 \\ \hline \end{array}$

(13) $\begin{array}{r} 529 \\ \times\ 47 \\ \hline \end{array}$

(14) $\begin{array}{r} 867 \\ \times\ 30 \\ \hline \end{array}$

(15) $\begin{array}{r} 856 \\ \times\ 537 \\ \hline \end{array}$

(16) $\begin{array}{r} 3048 \\ \times\ 306 \\ \hline \end{array}$

DIVIDE

(17) $3\overline{)546}$

(18) $7\overline{)3789}$

(19) $32\overline{)992}$

(20) $44\overline{)17864}$

(21) $200\overline{)6000}$

(22) $72\overline{)5688}$

(23) $739\overline{)374673}$

DECIMALS Period_____ Date_______ Name_________________________

For 1, 2, 3 write these using decimal points and numbers.

(1) sixteen hundredths

(2) three thousandths

(3) two thousand eleven and four tenths

(4) 7.5 + 8.5

(5) .06 + .148 + .2166

(6) 42.3 + 6.23 + 4

SUBTRACT

(7) 74.260 - 21.16

(8) 7.49 - 6.4485

(9) 175 - 16.32

MULTIPLY

(10) $\begin{array}{r} 497.4 \\ \underline{\times \quad 5} \end{array}$

(11) $\begin{array}{r} 3.76 \\ \underline{\times \ .23} \end{array}$

(12) $\begin{array}{r} 64.3 \\ \underline{\times \ .035} \end{array}$

(13) $\begin{array}{r} .23 \\ \underline{\times \ .16} \end{array}$

DIVIDE

(14) $6\overline{).72}$

(15) $3\overline{)8.01}$

(16) $.03\overline{).714}$

(17) $.05\overline{)2.5}$

(18) $1.5\overline{)4.5}$

(19) $.006\overline{)9}$

(20) $25\overline{)15}$

FRACTION SURVEY Period_____ Date_____ Name______________________

DO NOT WORRY about your score on this paper; your teacher wants to find out what you remember about fractions.

(1) $\begin{array}{r} \frac{3}{7} \\ + \frac{2}{7} \\ \hline \end{array}$

(2) $\begin{array}{r} \frac{9}{16} \\ + \frac{6}{16} \\ \hline \end{array}$

(3) $\begin{array}{r} \frac{3}{8} \\ + \frac{5}{24} \\ \hline \end{array}$

(4) $\begin{array}{r} 18\frac{1}{3} \\ + 4\frac{3}{5} \\ \hline \end{array}$

(5) $\begin{array}{r} \frac{2}{3} \\ + \frac{3}{4} \\ \frac{1}{6} \\ \hline \end{array}$

(6) $\begin{array}{r} 3\frac{1}{2} \\ + 2\frac{2}{3} \\ 2\frac{4}{9} \\ \hline \end{array}$

SUBTRACTION

(7) $\begin{array}{r} \frac{12}{14} \\ - \frac{9}{14} \\ \hline \end{array}$

(8) $\begin{array}{r} \frac{3}{4} \\ - \frac{1}{8} \\ \hline \end{array}$

(9) $\begin{array}{r} \frac{2}{7} \\ - 5\frac{6}{7} \\ \hline \end{array}$

(10) $\begin{array}{r} 6 \\ - 4\frac{2}{3} \\ \hline \end{array}$

(11) $\begin{array}{r} - 44\frac{1}{4} \\ 12\frac{5}{8} \\ \hline \end{array}$

(12) $\frac{1}{5} \times \frac{3}{4}$

(13) $\frac{2}{3} \times \frac{6}{8}$

(14) $8 \times \frac{3}{4}$

(15) $9\frac{1}{4} \times \frac{3}{5}$

(16) $8\frac{2}{5} \times 4\frac{1}{7}$

DIVISION

(17) $\frac{3}{4} \div \frac{1}{3}$

(18) $\frac{5}{6} \div \frac{2}{3}$

(19) $5\frac{2}{3} \div 2\frac{1}{4}$

(20) $120 \div 1\frac{1}{2}$

(21) $\frac{3}{5} \div 7$

PER CENT Period____ Date______ Name______________________

Work as much of this as you can. DO NOT WORRY about your score on this paper. I will use it to determine which book to use.

Change to fractions

(1) 50% (2) 8% (3) $83\frac{1}{3}\%$

Change to decimals

(4) 15% (5) 3% (6) 6.4%

Change to per cents

(7) $\frac{3}{4}$ (8) $\frac{2}{3}$ (9) .27 (10) .095

Solve the following problems

(11) ___ is 17% of 229

(12) $37\frac{1}{2}\%$ of 48 is ____

(13) 4 is ____% of 20

(14) What per cent of 4 is .20

(15) 21 is 30% of ____

(16) 150% of ____ is 30

AHNTHOLZ MATHEMATICS PLACEMENT
Word Problems, Test 5, Part II

1. In roasting beef, allow $\frac{5}{12}$ hour for each pound. How long should a 5 $\frac{5}{8}$ pound roast be cooked?

2. A recipe calls for 2 $\frac{1}{2}$ cups of sugar. If only $\frac{2}{3}$ of the recipe is to be used, how much sugar is needed?

3. A ribbon was 18 $\frac{3}{4}$ yards long. Seven pieces each 1 $\frac{1}{3}$ yards long were cut off. How much ribbon was left?

4. A man spends $\frac{1}{5}$ of his pay for rent, $\frac{1}{3}$ for food, $\frac{1}{6}$ for clothing, and $\frac{1}{4}$ for his car. The rest he saves; what fractional part does he save?

5. If a package weighs 13.2 ounces, find the weight of 84 of these packages. Leave the answer in ounces.

6. A salesman received $18.23 for automobile expenses from his company. If he is paid $.075 for each mile, find how many miles he drove.

7. How much money will be received from the sale of a box containing 51 pounds of corn if the corn sells at 3 pounds for $.75?

8. If 6 dozen pencils cost $2.16, what will one pencil cost?

9. The weather bureau reported that the rainfall for the first 7 months was 30.93 inches. During the five times it rained in August, 1.02, 2, 1.6, .58, and .4 inches of rain fell. What was the total rainfall at the end of the 8 months?

PLACEMENT EXAMINATION FOR PROGRAMMED MATH FOR ADULTS

$3 + 2 =$ ________

$5 + 3 =$ ________

$$\begin{array}{r}1\\1\\1\\+\ 4\\\hline\end{array}$$

$$\begin{array}{r}3\\0\\3\\+\ 0\\\hline\end{array}$$

$$\begin{array}{r}1,243\\32\\+\quad 303\\\hline\end{array}$$

$$\begin{array}{r}5\\2\\4\\+\ 6\\\hline\end{array}$$

$$\begin{array}{r}16,482\\147\\+\quad 3,958\\\hline\end{array}$$

$$\begin{array}{r}305,453\\210,322\\16,018\\+\ 213,920\\\hline\end{array}$$

$$\begin{array}{r}9\\-\ 4\\\hline\end{array}$$

$$\begin{array}{r}672\\-\ 640\\\hline\end{array}$$

$$\begin{array}{r}6,749\\-\ 3,095\\\hline\end{array}$$

$$\begin{array}{r}27,843\\-\ 14,967\\\hline\end{array}$$

$$\begin{array}{r}6\\\times\ 2\\\hline\end{array}$$

$$\begin{array}{r}31\\\times\quad 3\\\hline\end{array}$$

$$\begin{array}{r}2,483\\\times\quad 34\\\hline\end{array}$$

$$\begin{array}{r}675\\\times\ 148\\\hline\end{array}$$

$3\overline{)939}$

$7\overline{)639}$

$21\overline{)882}$

$34\overline{)2,788}$

$\frac{1}{3} \times \frac{6}{11}$

$\frac{1}{2} \div 2 =$

$1\frac{5}{8} + 6\frac{1}{8} =$

$\frac{3}{4} \div \frac{5}{12} =$

$$\begin{array}{r}8.78\\\times\quad .2\\\hline\end{array}$$

$$\begin{array}{r}.05\\\times\ .01\\\hline\end{array}$$

$4\overline{)3}$

$.18\overline{)54}$

27 in. = ________ft. ________in.

$1\frac{1}{3}$ yd. = ________ft.

There are ________________ square inches in 1 square foot.

1 cup = ______________ fluid ounces.

Write with a dollar sign:

8 quarter = ___________ dollars 9¢ = _____________

3 cans of juce cost 86¢. If you want to buy just 1 can, how much will you have to pay? ________________¢

1 pt. = _____________ fl. oz.

15% of $150.00 is _______________.

Jack's salary is $400.00 a month. His monthly rent is $100.00. What percent of his salary does he pay for rent?

I have borrowed $250.00 from a bank. At the end of one year, I must pay back all the money plus 6% interest.

The interest will be $__________.

I will pay back a total of $_____________.

What is a student's average in arithmetic if he receives the following marks: 87, 94, 72, 65, 81, 100, 75, and 90?

What was the average daily temperature for a week in a western city if the temperatures were as follows: Monday, 58°; Tuesday, 62°; Wednesday, 59°; Thursday, 56°; Friday, 53°; Saturday, 57°; and Sunday, 61°.

1. Write the following Roman numbers as Arabic numbers:

(a)	(b)	(c)	(d)
II	IX	CXII	MDCLXVI

2. Write the following Arabic numbers as Roman numbers:

   (a) 7

   (b) 63

   (c) 386

APPENDIX

F

READING SURVEYS AND TEST PUBLISHERS

This Appendix contains partial lists of reading placement surveys and of test publishers. These publishers can also supply mathematics surveys.

Many centers are using an excellent mathematics diagnostic test developed by Mr. Robert Ahntholz of Central City Occupational Center. For additional information, please call Mr. Ahntholz at 748-6511.

INFORMAL READING PLACEMENT SURVEYS

MATERIALS	PUBLISHER
BOTEL READING INVENTORY	Follett Publishing Company
EDL WORD CLUES TEST	Educational Developmental Laboratories
GRADED SELECTIONS FOR INFORMAL READING DIAGNOSIS	New York University Press
GRAY ORAL READING	Bobbs-Merrill Company
INSTANT WORDS	Learning Through Seeing Company
JASTAK WIDE RANGE ACHIEVEMENT TEST	Psychological Corporation
JOB CORPS SCREENING TEST JOB CORPS UPPER LEVEL PLACEMENT JOB CORPS LOWER LEVEL PLACEMENT	Job Corps – U.S. Government Printing Office
ORAL READING PARAGRAPHS	Learning Through Seeing Company
SAN DIEGO WORD LIST	Science Research Associates
SLOSSON ORAL READING TEST (SORT)	Slosson Educational Publications
STANDARD READING INVENTORY	Pioneer Printing Company

TEST PUBLISHERS

AMERICAN GUIDANCE SERVICE, INC.
720 Washington Ave., S.E.
Minneapolis, Minn. 55414

BETTER READING PROGRAM
230 E. Ohio St.
Chicago, Ill. 60611

THE BOBBS-MERRILL COMPANY, INC.
4300 W. 62nd St.
Indianapolis, Ind. 46268

BUREAU OF EDUCATIONAL MEASUREMENTS
Kansas State Teachers College
Emporia, Kan. 66802

BUREAU OF EDUCATIONAL RESEARCH AND SERVICE
Extension Division
State University of Iowa
Iowa City, Iowa 52242

CALIFORNIA TEST BUREAU/McGRAW-HILL
Del Monte Research Park
Monterey, Calif. 93940

CENTER FOR PSYCHOLOGICAL SERVICE
Columbia Medical Bldg.
1835 I St., N.W.
Suite 419
Washington, D.C. 20006

COMMITTEE ON DIAGNOSTIC READING TESTS
Mountain Home, N.C. 28758

CONSULTING PSYCHOLOGISTS PRESS
577 College Ave.
Palo Alto, Calif. 94306

EDUCATIONAL AND INDUSTRIAL TESTING SERVICE
P.O. Box 7234
San Diego, Calif. 92107

EDUCATIONAL DEVELOPMENTAL LABORATORIES, INC. (EDL)
75 Prospect St.
Huntington, N.Y. 11744

EDUCATIONAL TESTING SERVICE
Princeton, N.J. 08540

ESSAY PRESS
Box 5
Planetarium Station
New York, N.Y. 10024

FOLLETT PUBLISHING COMPANY
1010 Washington Blvd.
Chicago, Ill. 60607

GINN AND CO.
205 W. Wacker Dr.
Chicago, Ill. 60606

GUIDANCE TESTING ASSOCIATES
6516 Shirley Ave.
Austin, Texas 78752

C.S. HAMMOND AND CO.
515 Valley St.
Maplewood, N.J. 07040

HARCOURT BRACE JOVANOVICH, INC.
757 3rd Ave.
New York, N.Y. 10017
or
Polk and Geary Sts.
San Francisco, Calif. 94109

HOUGHTON-MIFFLIN COMPANY
2 Park St.
Boston, Mass. 02107
or
777 California Ave.
Palo Alto, Calif. 94304

INSTITUTE FOR PERSONALITY AND ABILITY TESTING
16024 Coronado Dr.
Champaign, Ill. 61822

JOB CORPS
U.S. Department of Labor
1111 18th St., N.W.
Washington, D.C. 20036

LEARNING THROUGH SEEING CO.
8138 Foothill Blvd.
Sunland, Calif. 91040

LYONS AND CARNAHAN, INC.
407 E. 25th St.
Chicago, Ill. 60616

MILLS CENTER
1512 E. Broward Blvd.
Fort Lauderdale, Fla. 33301

C.H. NEVINS PRINTING COMPANY
311 Bryn Mawr Island
Bayshore Gardens
Bradenton, Fla. 33506

NEW YORK UNIVERSITY PRESS
New York, N.Y.

O'CONNOR READING CLINIC
PUBLISHING COMPANY
1040 E. Maple Rd.
Birmingham, Mich. 48011

OHIO TESTING SERVICES
State Dept. of Education
751 Northwest Blvd.
Columbus, Ohio 43212

PERSONNEL PRESS, INC.
20 Nassau St.
Princeton, N.J. 08540

PHONOVISUAL PRODUCTS, INC.
P.O. Box 5625
Friendship Station
Washington, D.C. 20016

PIONEER PRINTING COMPANY
Bellingham, Wash.

THE PSYCHOLOGICAL CORP.
304 E. 45th St.
New York, N.Y. 10017

PSYCHOLOGICAL TEST SPECIALISTS
Box 1441
Missoula, Mont. 59801

PSYCHOMETRIC AFFILIATES
Box 1625
Chicago, Ill. 60690

READING AND STUDY SKILLS
CENTER, INC.
15 Washington Pl.
New York, N.Y. 10003

SCHOLASTIC TESTING SERVICE, INC.
480 Meyer Rd.
Bensenville, Ill. 60106

SCIENCE RESEARCH ASSOCIATES
259 E. Erie St.
Chicago, Ill. 60611

SLOSSON EDUCATIONAL PUBLICATIONS
140 Pine St.
East Aurora, N.Y. 14052

STATE HIGH SCHOOL TESTING
SERVICE FOR INDIANA
Purdue University
Lafayette, Ind. 47907

STECK COMPANY
Austin, Tex. 78767

C.H. STOELTING COMPANY
424 N. Homan Ave.
Chicago, Ill. 60624

TEACHERS COLLEGE PRESS
Teachers College
Columbia University
525 W. 120th St.
New York, N.Y. 10027

CHARLES C. THOMAS
301-327 E. Lawrence Ave.
Springfield, Ill. 62703

UNIVERSITY OF MINNESOTA PRESS
2037 University Ave., S.E.
Minneapolis, Minn. 55414

WESTERN PSYCHOLOGICAL SERVICE
12031 Wilshire Blvd.
Los Angeles, Calif. 90025

APPENDIX

G

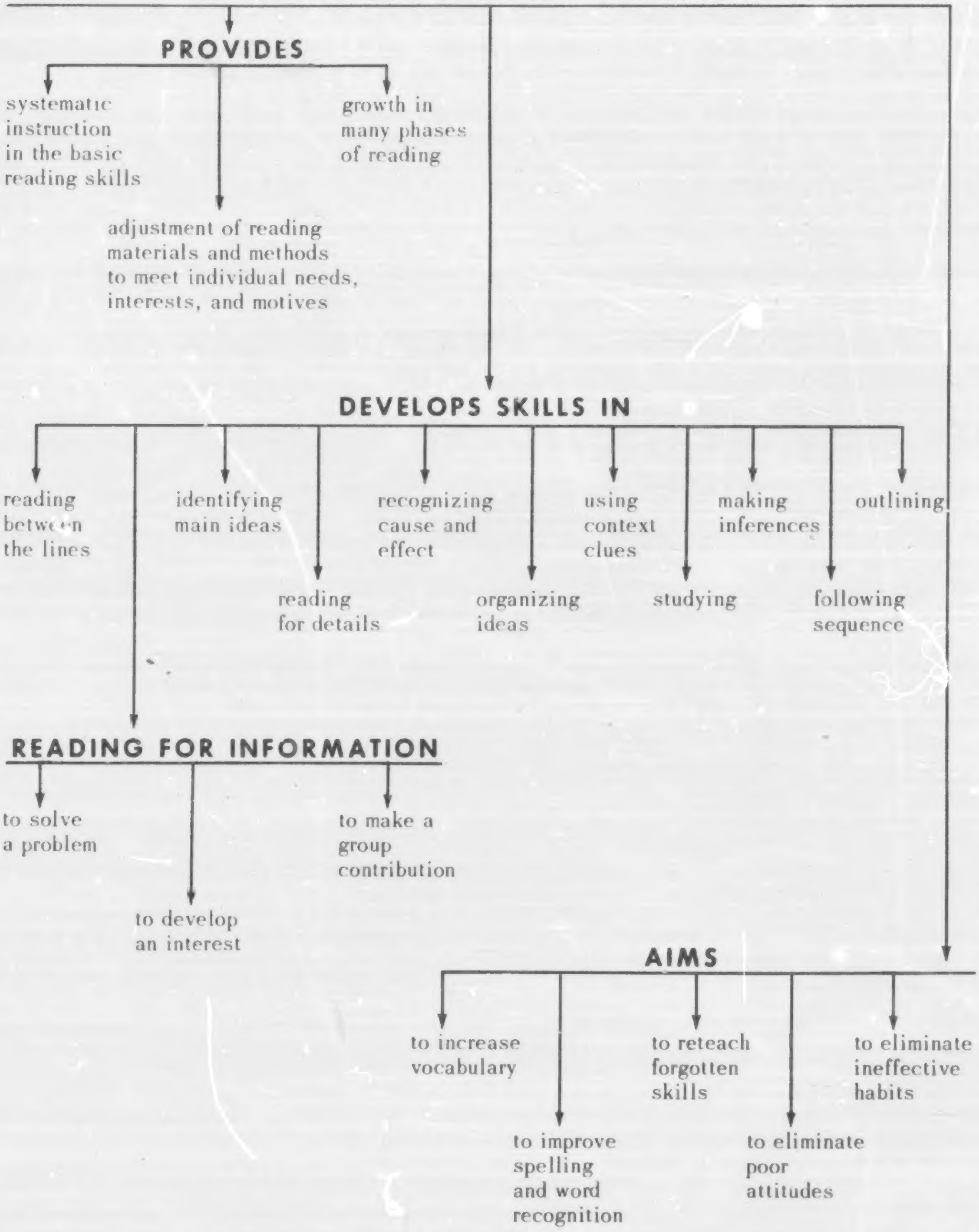
BUDGET PRIORITIES FOR LEARNING CENTERS

Suggestions provided in this Appendix are based on the budget experience of many staff members assigned to individualized adult learning centers. A student whose basic skills are below the tenth-grade reading level will have difficulty if he takes a course in Government, Advanced Grammar, or Anatomy and Physiology. Therefore, in establishing a learning center, the teacher should give high priority to the purchase of materials applicable to Reading Improvement, Basic Mathematics, Spelling Improvement and Vocabulary Development, and preparation for the General Education Development Test. If student needs do not require enrollment in basic courses, staff members should consider purchase of materials listed in Appendix A.

Ordering of materials that can be used for instruction in several subject areas should have priority. Since the acquisition of filmstrips and tapes requires the use of equipment, it is not wise to purchase such resources initially. As the program develops and additional funds become available, however, selection of equipment and materials for new courses may be considered in order to expand and strengthen the services provided at the center.

Only approximate prices are listed on the following pages. Although the prices will be helpful in determining the cost of initiating a program, current publishers' catalogs should be consulted to determine present prices. It is desirable to have more than one instructional resource in each subject area so that a student may have alternatives.

A GOOD READING PROGRAM


PROVIDES
systematic instruction in the basic reading skills
adjustment of reading materials and methods to meet individual needs, interests, and motives
growth in many phases of reading
DEVELOPS SKILLS IN
reading between the lines
identifying main ideas
reading for details
recognizing cause and effect
organizing ideas
using context clues
studying
making inferences
following sequence
outlining
READING FOR INFORMATION
to solve a problem
to develop an interest
to make a group contribution
AIMS
to increase vocabulary
to improve spelling and word recognition
to reteach forgotten skills
to eliminate poor attitudes
to eliminate ineffective habits

READING ADVANCEMENT RECORD SHEET

READING STEP:__________ Name____________________

OBJECTIVES OF READING COMPREHENSION PROGRAM: Date____________________

To advance to Reading Step 9. A student should be in Step 9 before beginning work in the GED Program.

1. Fourteen (14) reading selections must be completed at each step with a score of 80% or higher. (This score covers the reading comprehension questions)
2. Get the Reading Selection Sheet for your step, and then choose a selection that interests you. Record it below by writing the name of the story, the reading kit or book to which it belongs, and your percent score. For example, if you picked a selection from the SRA IIIA kit, the blue section, No. 5, and it was called "The Flying Saucers", you would list it like this:
   The Flying Saucers SRA IIIA Blue/5 90%
3. READ YOUR SELECTION. Then study the questions that follow it and answer them on a separate piece of paper. DO NOT WRITE IN ANY OF THE BOOKS OR IN THE READING SELECTIONS SINCE THEY ARE USED OVER AGAIN BY OTHER STUDENTS. You can and should look back at the reading selection to find the answers to the comprehension questions.
4. Get the answer key and correct your own paper. Write your percent score in the column below.
5. After your FIFTH READING SELECTION, bring it to your teacher and let her correct it. Bring your record sheet with you so she may check your progress.
6. If you score under 80% on any reading selection, read another for make up.
7. AFTER YOU FINISH 14 SELECTIONS WITH 80% OR HIGHER, BRING THIS RECORD SHEET TO YOUR TEACHER AND TAKE A SAC TEST. (Step Advancement Check) If you score 80% or higher on your SAC test, you then move up to the next reading step. Get another Reading Advancement Record Sheet, and you're on your way up!

** IMPORTANT ** DO NOT KEEP READING SELECTIONS OR BOOKS IN YOUR FOLDER, AND DO NOT TAKE THEM HOME. THESE MATERIALS ARE USED BY ALL OF OUR STUDENTS THROUGHOUT THE DAY.

Reading Selection	Reading Kit or Book	Percent Score
Oral Reading		
1.		
2.		
3.		
4.		
*5.		
Oral Reading		
6.		
7.		
8.		
9.		
*10.		
Oral Reading		
11.		
12.		
13.		
14.		
Oral Reading		

READING LEVEL ONE

STEP ONE STEP ONE

THIS SHEET OUTLINES THE READING PROGRAM FOR STEP ONE. IT IS IMPORTANT THAT YOU ALTERNATE THE ACTIVITIES AS YOU WORK THROUGH THIS PROGRAM. YOU WILL BE WORKING INDEPENDENTLY MOST OF THE TIME, SO IT IS VERY IMPORTANT THAT YOU HAVE YOUR INSTRUCTOR CHECK YOUR WORK AT LEAST ONCE EVERY DAY.

AUD-X AA	Word study and comprehension skills with filmstrip and cassette. Coordinated story and word study lessons.
AUD-X Study Guide AA	To be used with Aud-X story and word study. Self instructional
WRB AA	Word Recognition Book with Flash-X - to increase word recognition time - use of context clues to predict word meaning.
Flash-X	Hand tachistoscope with word discs - used with Word Recognition Book. Timed exposure of word - teaches concentration and builds speed and accuracy in reading.
CR - AA	Controlled Reader Jr. with filmstrips - read story on filmstrip and answer comprehension questions - develops visual coordination.
GO Books AA	Independent reading and skill development - reinforcement of vocabulary and skills taught in Aud-X, Word Recognition Books/Flash-X, and Controlled Reader.

TO BE EFFECTIVE, THE ABOVE MINI SYSTEM SHOULD BE FOLLOWED IN SEQUENCE. COMPLETE ONE CYCLE (a lesson with the Aud-X, WRB with Flash-X disc, Controlled Reader, and GO book) - then do independent graded reading from the selections listed below. BE SURE TO RECORD YOUR READING SELECTIONS ON A STUDENT RECORD SHEET.

When you have completed all the lessons in Aud-X AA, and have read at least seven reading selections (with a comprehension score of 80% or more), you will take STEP ADVANCEMENT CHECK 1 which will advance you into the next reading level.

* *

STEP ONE GRADED READING SELECTIONS

RAS-1	Reading Attainment System - any selection from red, orange, or brown.
SRA IIA Reading Kit	Olive - 2, 7, 9
RD A	Reading Development Kit A - any selection from "100" series.
SRA-B	We Are Black reading kit - try from #1 - 5
SRA Spelling Kit IIB	Use selected lessons to reinforce Aud-X word study lessons.

* *

REMIND YOUR INSTRUCTOR TO CHECK YOUR ORAL READING AT LEAST ONCE A WEEK. SHARE THE RESPONSIBILITY OF REMEMBERING.

Paramedical Occupational Center Jean Kardon, Instructor

STEP TWO

READING LEVEL TWO

STEP TWO

THIS SHEET OUTLINES THE READING PROGRAM FOR STEP TWO. IT IS IMPORTANT THAT YOU ALTERNATE THE ACTIVITIES AS YOU WORK THROUGH THIS PROGRAM. YOU WILL BE WORKING INDEPENDENTLY MOST OF THE TIME, SO IT IS VERY IMPORTANT THAT YOU HAVE YOUR INSTRUCTOR CHECK YOUR WORK AT LEAST ONCE EVERY DAY.

AUD-X BA	Word study and comprehension skills with filmstrips and cassette. Coordinated story and word study lessons.
Aud-X Study Guide BA	To be used with Aud-X story and word study. Self instructional.
WRB BA	Word Recognition Books with Flash-X - to increase word recognition time - use of context clues to predict word meaning.
Flash-X	Hand tachistoscope with word discs - used with Work Recognition Book. Timed exposure of word - teaches concentration and builds speed and accuracy in reading.
CR-BA	Controlled Reader Jr. with filmstrips - read story on filmstrip and answer comprehension questions - develops visual coordination.
GO Book BA	Independent reading and skill development - reinforcement of vocabulary and skills taught in Aud-X, Word Recognition Books/ Flash - X, and CR

TO BE EFFECTIVE, THE ABOVE MINI SYSTEM SHOULD BE FOLLOWED IN SEQUENCE. COMPLETE ONE CYCLE (a lesson with Aud-X, WRB with Flash-X disc, Controlled Reader, and GO Book) - then do independent reading from the selections listed below. BE SURE TO RECORD YOUR READING SELECTIONS ON A STUDENT RECORD SHEET.

When you have completed all the lessons in Aud-X BA and have read at least seven reading selections (with a comprehension score of 80% or more), you will take a STEP ADVANCEMENT CHECK 2 which will advance you into the next reading level.

* *

STEP TWO GRADED READING SELECTIONS

RAS-1	Reading Attainment System-any selection from blue, green or purple.
SRA IIA Reading Kit	Blue - 1, 2, 3, 4, 5
SRA-B	We Are Black reading kit - any selection from 1 - 10.
RD-A	Reading Development Kit A - any selection from "200" series.

SRA IIB
Spelling Kit-Use selected lessons to reinforce Aud-X word study lessons.

RFU Junior - Rose section - 1, 2, 3

* *

REMIND YOUR INSTRUCTOR TO CHECK YOUR ORAL READING AT LEAST ONCE A WEEK. SHARE THE RESPONSIBILITY OF REMEMBERING.

Paramedical Occupational Center — Jean Kardon, Instructor

READING LEVEL THREE

STEP THREE STEP THREE

THIS SHEET OUTLINES THE READING PROGRAM FOR STEP THREE. IT IS IMPORTANT THAT YOU ALTERNATE THE ACTIVITIES AS YOU WORK THROUGH THIS PROGRAM. YOU WILL BE WORKING INDEPENDENTLY MOST OF THE TIME, SO IT IS VERY IMPORTANT THAT YOU HAVE YOUR INSTRUCTOR CHECK YOUR WORK AT LEAST ONCE EVERY DAY.

AUD-X CA	Word study and comprehension skills with filmstrips and cassette. Coordinated story and word study lessons.
Aud-X Study Guide CA	To be used with Aud-X story and word study. Self-instructional
WRB-CA	Word Recognition Books with Flash-X - to increase word recognition time - use of context clues to predict word meaning.
Flash-X	Hand tachistoscope with word discs - used with Word Recognition Book. Timed exposures of word-teaches concentration and builds speed and accuracy in reading.
CR-CA	Controlled Reader Jr. with filmstrips - read story on filmstrips and answer comprehension questions - develops visual coordination.
GO Book CA	Independent reading and skill development - reinforcement of vocabulary and skills taught in Aud-X, Word Recognition Books/Flash-X, and CR

TO BE EFFECTIVE, THE ABOVE MINI SYSTEM SHOULD BE FOLLOWED IN SEQUENCE, COMPLETE ONE CYCLE (a lesson with Aud-X, WRB with Flash-X disc, Controlled Reader (CR), and GO Book) - then do independent reading from the selections listed below.
BE SURE TO RECORD YOUR READING SELECTIONS ON A STUDENT RECORD SHEET.

When you have completed all the lessons in Aud-X CA and have read at least seven reading selections (with a comprehension score of 80% or more), you will take a STEP ADVANCEMENT CHECK 3 which will advance you into the next reading level.

* *

STEP THREE GRADED READING SELECTIONS

SRA IIA Reading Kit	Green: #5, 11; Red: #10; Tan: #2; Gold: #5, 12; Aqua: #1 Purple: #2, 12; Silver: #7
SRA IIIA Reading Kit	Olive: 1, 2, 4, 5, 9, 14, 15; Blue: #9
SRA-B	We Are Black kit - any selection from 1 - 15
RD-A	Reading Development Kit A - Any from "300" series
SSK C, CCC	Study Skills Library - any selection from kit C-Science or Kit CCC-Reference
SRA Spelling Lab IIB-IIC	Use selected lessons to reinforce Aud-X word study lessons.

* *

READING LEVEL FOUR

STEP FOUR STEP FOUR

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE. RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

(Aud-X)	Lesson box DEFA - filmstrip projector with audio-cassette. Word attack review
(CR-DA)	Controlled Reader Jr. - filmstrips with Study Guide - any selection
(GO Book DA)	Any selection
(WRB-DA)	Word Recognition Book with Flash-X word discs DA - any selection
(Listen-DA)	Speeded listening - cassette with lesson book - Start with lesson one.
(R-1)	Reading Attainment System - any selection
(D-1)	Dimensions in Reading 1: #0 - #175
(D-2)	Dimensions in Reading 2: #0 - #50 - Manpower Kit
(SRA-B)	We Are Black kit - any selection
(M-1)	Modern Reading Book One: pages 10, 16, 26, 28, 30, 33, 36, 68, 75,
(M-2)	Modern Reading Book Two: pages 2, 10, 26, 29, 37, 40, 43, 49, 52, 54, 74, 79, 96, 99, 102, 109
(M-3)	Modern Reading Book Three: pages 2, 5, 40, 43, 46, 52, 55, 70, 98, 102
(RD-A)	Reading Development Kit A - any selection
(RD-B)	Reading Development Kit B - any selection from "400" series
(SRA IIA)	Green: 5, 11; Red: 10; Tan: 2, 5; Gold: 5, 12; Aqua: 1, 3, 10; Purple: 2, 12; Silver: 7; Rose: 6, 12; Blue: 7
(SRA IIIA)	Olive: 1, 2, 3, 4, 5, 7, 10, 12, 14, 15; Orange: 5, 8, 11, 14; Blue: 1, 4, 6, 13; Brown: 1, 2, 10, 12, 13; Green: 7, 11; Red: 1, 7, 13; Tan: 12, 13, 15
(SRA IIIB)	Blue section - any selection
(Why Work)	any selection - especially 3, 5, 13, 17, 20 - with tapes
(RFU-1)	Reading for Understanding - take placement test
(BRP)	Building Reading Power - any selection
(Wordcraft)	Any lesson - tapes/filmstrips/puzzle
(Listen/Read)	cassette tapes with lesson books - any selection
(SSK-D-DDD)	Study Skills Library - any selection from Science D; Reference DDD
(Cons. Ed)	Consumer Education - any selection - tapes and filmstrips

ENJOY YOUR READING PROGRAM.........CHOOSE A SELECTION YOU WANT TO READ.
THE MORE YOU READ...........
THE BETTER YOUR READING COMPREHENSION.........
THE MORE YOU WILL WANT TO READ.......................

PLEASE....ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERS AND CONTROLLED READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE THEM WITHOUT HELP.

PLEASE - DO NOT WRITE IN ANY OF THE LESSON BOOKS - EVEN IF THE DIRECTIONS TELL YOU TO DO SO. PAPER IS AVAILABLE IN THE TRAY IN THE SOUTHEAST CORNER OF THE ROOM.

WE ALSO ASK YOUR COOPERATION IN REPLACING ALL LESSON BOOKS, FILMSTRIPS, TAPES AND EQUIPMENT. Please do not take any materials home or place them in your folder...they are used by other classes.

READING LEVEL FIVE

STEP FIVE STEP FIVE

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE. RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

(Aud-X)	Lesson box DEFA - filmstrip projector with audio-cassette Word attack review
(CR-EA)	Controlled Reader Jr. - filmstrips with Study Guide - any selection
(GO Book EA)	Any selection
(WRB EA)	Word Recognition Book with Flash-X Word discs EA - any selection
(Listen DA)	Any selection
(Listen/Read) (D or EA)	Any selection for both sets
(R-2)	Reading Attainment System - any selection from wine, olive, orange
(D-1)	Dimensions in Reading I: #175 - #220
(D-2)	Dimensions in Reading II #50 - #100 (Manpower Kit)
(SRA-B)	We Are Black Kit - any selection
(Springboards)	Any selection
(M-1)	Modern Reading - Book One - pages: 6, 14, 18, 23, 48, 56, 62, 78 82, 85, 90, 98, 112, 115
(M-2)	Modern Reading - Book Two - pages: 18, 23, 34, 63, 85, 93, 20, 106
(M-3)	Modern Reading - Book Three - pages: 8, 14, 18, 21, 24, 27, 30, 34, 37, 48, 76, 79, 105, 108, 110, 113
(BRP)	Building Reading Power - any selection
(WC)	Wordcraft/1 - tapes, filmstrips, puzzle - any selection
(SRA IIA)	Rose: 2, 5, 8, 10; Green: 7; Red: 8; Tan: 3; Gold: 7; 8, 9; Aqua: 4; Silver: 3, 9, 10; Purple: 1, 4, 6, 11
(SRA IIIA)	Olive: 2, 11, 13; Blue: 2, 5, 7, 8, 9, 10, 12, 14, 15; Brown: 4, 6, 7; Green: 5, 6, 8, 9, 13, 14; Red: 5, 9, 13 Tan: 2, 3, 4, 8, 12, 14; Gold: 5, 8, 9, 13, 15; Aqua: 8; Silver: 10
(SRA IIIB)	Blue section - any selection
(Why Work)	- any selection - particularly 3, 5, 13, 17, 20 - with tapes
(RD-B)	Reading Development Kit - any selection from the "500" series
(RFU)	Reading for Understanding - take placement test
(SSK)	Study Skills Library - E-Science; EEE: Reference - any selection
(Mod. Cons.ED)	Modern Consumer Education Kit - any selection
(Listen/Think) (E)	Speeded Listening - Start with lesson One and follow in sequence.

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READING LEVEL SIX

STEP SIX　　　　STEP SIX

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE. RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

(Aud-X)	Lesson Box-DEFA - filmstrip projector with audio-cassette Word Attack Review
(CR-FA)	Controlled Reader Jr. - filmstrips with Study Guide - any selection
(GO Book FA)	Any Selection
(WRB FA)	Word Recognition Book with Flash-X Word Discs FA - any selection
(Listen/Read)	
(EA)	any selection
(Listen/Write)	
(FA)	any selection
(Listen/Think)	
(E or F)	Speeded listening - begin with lesson one and follow in sequence.
(R-2)	Reading Attainment System - any selection from Green, Turquoise and purple
(D-1)	Dimensions in Reading - 1 - #220 - 250
(D-2)	Dimensions in Reading - 2 - #100 - 150 (Manpower Series)
(M-1)	Modern Reading - Book One: Pages 40, 42, 59, 70, 72, 106
(M-2)	Modern Reading - Book two: Pages 66, 69
(M-3)	Modern Reading - Book Three: Pages 73, 82, 92, 116
(BRP)	Building Reading Power - any selection
(Springboards)	Any selection
(SRA IIA)	Rose: 4, 7, 9,: Red: 10; Gold: 1, 3; Purple: 8; Silver: 1, 11
(SRA IIIA)	Brown: any selection; Blue: 5; Green: 5, 6, 10, 15; Red: 2, 3, 5, 6, 8, 9, 11, 12, 14, 15; Tan: 1, 5, 10, 11; Gold: 2, 6, 11, 13; Aqua: 1, 2, 3, 5, 7, 11, 12
(SRA IIIB)	Brown section - any selection: Green: 4, 10; Tan: 5; Aqua: 11; Purple: 3
(RDB)	Reading Development Kit - B - any selection from "600" series
(RFU)	Reading for Understanding - take placement test
(Wordcraft)	Lessonbook - vocabulary - tapes, filmstrips, puzzle - any selection
(SSK)	Study Skills Library: F-Science; FF-Social Studies; FFF-Reference any selection from these kits.
(Mod. Cons.Ed.)	Modern Consumer Education - any selection - filmstrips and tapes

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READING LEVEL SEVEN

STEP SEVEN STEP SEVEN

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE.
RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

(Aud-X)	Lesson Box DEFA - filmstrip projector with audio cassette. Work Attack Review
(CR-GH-HG) (*GA)	Controlled Reader Jr. - filmstrips with Study Guide - any selection.
(WCB)	Word Clues Book - Vocabulary - take placement test to determine starting level - used with Flash-X Word Discs corresponding to book.
(Listen/Read) GHI-1	tapes with lesson book - any selection
(Listen/Think) F or G	Speeded listening - begin with lesson one and follow in sequence.
(M-1)	Modern Reading - Book One - Pages 12, 20, 24, 38, 50, 52, 66, 80, 96, 118
(M-2)	Modern Reading - Book Two Pages 16, 32, 52, 60, 82, 88, 118
(M-3)	Modern Reading - Book Three - Pages 16, 32, 50, 64, 68, 81, 100, 118
(SSK)	Study Skills Library - Science-G; Social Studies GG; Reference-GGG
(SRA IIA)	Purple: 4; Silver: 4
(SRA IIIA)	Green section: any selection; Brown: 4; Red: 1, 5, 11, 12; Tan: 3, 8, 11; Gold: 1, 3, 4, 5, 6, 8, 11, 12; Aqua: 4, 6, 9, 15, Purple: 1, 4, 11, 13, 15
(SRA IIIB)	Any from Green section; Gold: 4, 9; Aqua: 1, 2, 4, 15; Purple: 4, 11.
(RD-B)	Reading Development Kit B any from "600" series.
(RD-C)	Reading Development Kit C - any selection from "700" series.
(RFU)	Reading for Understanding - take placement test for starting level.
(BRP)	Building Reading Power - any selection
(Mod.Cons.Ed.)	Modern Consumer Education - any selection - tapes/filmstrips
(Springboards)	Any selection

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* - Future Order

READING LEVEL EIGHT

STEP EIGHT STEP EIGHT

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS OR BOOKS AS POSSIBLE. RECORD YOUR SELECTION AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

(Aud-X)	Lesson Box DEFA - filmstrip projector with audio cassette. Word Attack Review
(CR-GH-HG-IJ) *HA)	Controlled Reader Jr.-filmstrips with study guide - any selection.
(WCB)	Word Clues Books - Vocabulary - take placement test to determine starting level - used with corresponding Flash-X Word Discs.
(Listen/Read) GHI-1,2)	tapes with lesson book - any selections
(Listen/Think E,F,G,H)	Speeded listening. any of these tapes with lesson books - start with lesson one and follow in sequence.
(D-1)	Dimensions in Reading I - #275 - 300
(D-2)	Dimensions in Reading II - #200 - 250 (Manpower Series)
(SRA IIIA)	Green: any selection; Red: any selection; Tan: 5; Gold: 7, 14, 15 Aqua: 6, 8, 13; Purple: 12
(SRA IIIB)	Green: any selection; Red: any selection: Gold: 15, 16 Purple: 5, 7, 12
(SSK)	Study Skills Library - any selection from G, GG, GGG; H, HH, HHH
(RD-C)	Reading Development Kit - any selection from "700" or "800" series
(RFU)	Reading for Understanding - take placement test to determine starting level.
(SRA IVA)	Try one or two selections from the orange section before taking SAC 8

* future order

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READING LEVEL NINE

STEP NINE STEP NINE

READ A FEW SELECTIONS FROM AS MANY DIFFERENT KITS AND BOOKS AS POSSIBLE. RECORD YOUR SELECTIONS AND PERCENT SCORE ON YOUR INDIVIDUAL RECORD SHEET.

(Aud-X)	Lesson Box DEFA - filmstrip projector with audio cassette. Work Attack Review.
(CR-IJ-KL)	Controlled Reader Jr. - filmstrips with lesson book - any selection
(WCB)	Word Clues Book - vocabulary - take placement test to determine starting level - used with corresponding Flash-X Word Discs
(Listen/Read) GHI-1,2 JKL	Tapes with lesson books - any selection
(Listen/Think) F, G, H	Speeded listening - any of these lesson books - start with lesson one and follow in sequence.
(D-2)	Dimensions in Reading II - Manpower series #250 - 300
(SSK)	Study Skills Library - any selection from H, HH, HHH, I, II, III
(SRA IIIA)	any selection from Red, Tan, Gold, Aqua, Purple
(SRA IIIB)	any selection from Red, Tan, Gold, Aqua, Purple
(SRA IVA)	any selection from Orange or Olive sections.
(RFU)	Reading for Understanding- take placement test for starting level.
(SRA Books)	SRA Better Reading Books One and Two - any selections

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PLEASE.........ASK FOR ASSISTANCE IN OPERATING CASSETTE RECORDERS AND CONTROLLED READERS. AFTER YOU HAVE USED THEM ONCE, YOU WILL BE ABLE TO OPERATE THEM WITHOUT HELP.

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ADVANCED READING

ADVANCED READING * * * * * * * ADVANCED READING * * * * * * * ADVANCED READING

YOU MAY WORK IN ANY OF THE MATERIALS LISTED BELOW, AND IF YOU DID NOT WORK IN READING LEVEL NINE, YOU MAY READ ANY SELECTIONS FROM THAT READING LEVEL ALSO.

(Aud-X)	Lesson Box DEFA - filmstrip projector with audio cassette. Word Attack Review
(CR-MN)	Controlled Reader Jr. with Study Guide - any selection
(WCB)	Word Clues Book - take placement test to determine starting level - Vocabulary - used with corresponding Flash-X Word Discs.
(Listen/Read) JKL - MN	Any selection from these tapes (also GHI-2 tapes)
(Listen/Think) G, H	Any selection - Speeded listening - start with lesson one and follow in sequence.
(RFU)	Reading for Understanding - take placement test to determine starting level.
(RD-C)	Reading Development Kit C - any selection from "900" or "1000" series.
(SSK)	Study Skills Library - any selection from H, HH, HHH, I, II, III
*(SRA IVA)	Any selection from Tan, Blue, Aqua or Purple sections
(SK & SC)	Skimmer and Scanner - Advanced Readers only.
(Tach-X)	Tachistoscope training DEF - see instructor
(Flash-X)	Hand Tachistoscope - set X-9
(SRA Books)	SRA How to Become a Better Reader - any selection SRA Better Reading Books - one and two

*To advance from one color group to the next in the SRA IVA KIT, a student must read seven selections with comprehension 80% or above...then take a IVA SAC test. If he gets 80% or higher on the SAC test, he can move up to the next color level.

ENGLISH

Type	Publisher	Title and Description	Price
Duplicating Masters	Continental	*Dictionary Skills* *Good Usage* *Mastering Parts of Speech* *Mastering the Sentence* *Punctuation and Capitalization*	$ 3.50 ea.
Filmstrips	Continental	*Language Skills and Tests*	$265.00
		Letter Writing Skills and Tests	24.50
		Reference Skills and Tests Programed filmstrips/pre- and post-test	115.50
Kits	EDL	*Listen and Write FA* Reading levels 4-6 Cassette tapes/workbook Self-instructional	$107.00
		Study Skills Library Reference Reading levels 3-9	15.00
Kit	Follett	*Individualized English, Set J,H* Reading levels 6-9 Programed lesson cards	$ 80.00
Texts	Harcourt	*English 2200* *English 2600* *English 3200* Programed texts	$ 3.80 ea.

READING IMPROVEMENT*

Type	Publisher	Title and Description	Price
Books	Coronet	*Your Study Skills* Programed *How to Improve Your Reading* Programed	$ 1.50 ea.
Books (soft cover)	EDL	*Controlled Reader Study Guides* Self-instructional; can be used with or without filmstrips All reading levels	$ 2.25 ea.
Books (soft cover)	Steck-Vaughn	*Activities for Reading Improvement, 1, 2, 3* Not programed	$ 2.00 ea.

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* A reading placement test should be given to each student using the center. It is important that the student be placed at the appropriate instructional level prior to selection of study materials.

Type	Publisher	Title and Description	Price
Duplicating Masters	Continental	*Reading and Thinking Skills* Reading Levels 2-6	$ 3.50
Kits	Addison-Wesley	*Reading Development Kits, A, B, C* Reading levels 1-10 Self-instructional	$ 57.00 ea.
Kits	EDL	*Study Skills Library* *Reference* *Science* *Social Studies* Reading levels 3-9 Self-instructional	$ 15.00 ea.
Kits	Grolier	*Reading Attainment System, 1 and 2* Reading levels 4-6 Self-instructional	$ 99.50 ea.
Kit	Merrill	*Building Reading Power* All reading levels Programed	$ 40.00
Kits	SRA	*Dimensions in Reading*	
		Countries and Cultures Reading levels 5-9	$ 70.00
		Manpower and Resources Reading levels 4-11	$ 70.00
		We Are Black Reading levels 3-6	$ 52.50
Kits	EDL	*Reading for Understanding* *Junior Edition* Reading levels 2.5-11 *Senior Edition* Reading levels 6-14 *General Edition* Reading levels 3-14	$ 47.00 ea.
Kits	SRA	*Reading Laboratory III-B* Reading levels 5-12	$ 70.00
		Reading laboratory IV-A Reading levels 8-14	$ 79.00

VOCABULARY DEVELOPMENT AND SPELLING IMPROVEMENT

Type	Publisher	Title and Description	Price
Book	Communacad	*Wordcraft 1, 2* Vocabulary development Self-instructional Available with record or filmstrips (extra)	2.00

Type	Publisher	Title and Description	Price
Books	Coronet	*Figures of Speech* Vocabulary Programed *Vocabulary Growth: Divide and Conquer* Vocabulary Programed	$ 1.50 ea.
Books	EDL	*Word Clues* Vocabulary development Reading level 7 and up Programed *Word Recognition Books* Vocabulary development All reading levels Also available with *Flash-X Word Discs*	$ 2.00 ea.
Book	McGraw	*Spelling Improvement* Reading levels 7 or 8 Programed	$ 2.95
Kits	SRA	*Spelling Laboratory II-B* *Spelling Laboratory II-C* *Spelling Laboratory III-A* Spelling improvement Programed	$ 70.00 ea.
		Vocabulab III	$ 72.50

GENERAL EDUCATION DEVELOPMENT (G.E.D.)
(Preparation for the High School Equivalency Examination)

Type	Publisher	Title and Description	Price
Booklets	Job Corps	*AGEP Spelling Booklets* 124 booklets Programed	$ 32.25
Books	Cowles	*Correctness and Effectiveness of Expression* *General Mathematical Ability* Programed Self-instructional *Reading Comprehension in Literature* *Reading Comprehension in Natural Science* *Reading Comprehension in Social Science*	$ 2.22

Type	Publisher	Title and Description	Price
Booklets	Job Corps	*AGEP Booklets* 124 Booklets covering English, Literature, Social Science, and Mathematics Programed/pre- and post-tests	$ 32.25
Kit	General	*General Education Curriculum* Programed	appr. $250.00

MATHEMATICS

Type	Publisher	Title and Description	Price
Book	Allied	*Skills Development Book* Diagnostic program of computational skills Self-instructional	
Books	McGraw	*Sullivan Programed Mathematics for Adults* Book 1, *Addition* Book 2, *Advanced Addition;* word problems Book 3, *Subtraction;* word problems Book 4, *Multiplication;* word problems Book 5, *Division;* word problems Book 6, *Fractions* Book 7, *Decimals* Book 8, *Measurement* Book 9, *Consumer Mathematics* Book 10, *Personal Mathematics* Book 11, *More Personal Mathematics* Book 12, *Understanding Algebra* Book 13, *Using Algebra* Book 14, *Using Geometry* Book 15, *Using Trigonometry*	$ 1.44 ea.
Book	Stein	*Refresher Mathematics*	
Kit	BRL	*Sullivan Mathematics*	
Kit	McCormick-Mathers	*Mathematics Laboratories* Grades 3-6 Programed exercises	$170.00
Kit	Webster-McGraw	*Bucknell Programed Mathematics* *Decimals and Per Cent* Books I and II *Fractions*, Books I, II, III	

Type	Publisher	Title and Description	Price
Liquid Duplicating Masters	Continental	See Catalog	$ 3.50 ea.
	Coronet	*Introducing the Metric System* *Understanding Problems in Arithmetic*	$ 1.50 ea.
	Delmar	*Business Mathematics* (Problems)	$ 1.50 ea.
		Shop Math 1 and 2 (Problems)	

BASIC EDUCATION

Type	Publisher	Title and Description	Price
Kits	Addison-Wesley	*Reading Development Kits A, B, C* Reading levels 1.0-10 Topics of activity cards are health, law, safety, science and work	$ 42.00
Books	Allied	*Mott Basic Language Skills, Series 300 A, B* Beginning readers; readability level 3-9 Emphasis on spelling, writing and phonics Also available as semi-programed materials	
		Mott Basic Language Skills, Series 600 A, B Readability range 4-6 Review of skills in 300 series; teaches dictionary skills, structural analysis, synonyms, homonyms, comprehension skills Also available as simi-programed materials	
		Mott Basic Language Skills, Series 900, A, B Review of skills in 600 series; development of dictionary skills and other skills introduced at reading level 7-9 Also available as semi programed materials	

Type	Publisher	Title and Description	Price
Booklets	American	*Your English Skills* Reading level 7 Comprehension skills: understanding facts, words, finding the main idea, organizing information, etc.	$ .35
Books	McGraw-Hill	Buchanan-Sullivan Associates: *Programed Reading for Adults* Books 1-14	
Books	Ann Arbor	*Michigan Language Program* Series of programed books Language arts curriculum designed to teach reading, writing, listening and speaking skills to beginning readers	
Workbooks	Ann Arbor	*Michigan Teaching Program* Programed worktexts for beginning, remedial and slow readers Helpful in correcting deficient skills for beginning and advanced adults	
Books	BRL	*Spelling: A Sullivan Associates Program* Beginning reading levels	
Workbooks	Boyd and Fraser	*South Spelling Program, Books 1-6* Programed workbooks designed for functionally illiterate adults Levels 2-6	$ 1.65
Kits	Continental	*Language and Study Skills* Four programed sets of self-instructional material for remedial and adult education Letter Writing, Language Skills, Films, Tests, Reference Skills, Handwriting Masters	
Kits	EDL	*EDL Study Skills Libraries* Reference, Science, Social Studies Self-instructional programs Reading levels 3 (c, cc, ccc) through 9 (I, II, III)	

Type	Publisher	Title and Description	Price
Kits Tapes Workbooks	EDL	*Learning 100 Communications Skills System*	
		Flash-X hand tachistoscope	$ 8.50
		Aud-X sound-filmstrip projector	$495.00
		Tachistoscope	$200.00
		Controlled Reader Jr.	$210.00
		Auto-instructional multi-media program Develops visual and perceptual skills from non-reader through level 6 Correlates with machines or filmstrips Listening DA, Listen and Read Da and EA, and Listen and Write FA programs develop listening, reading, and writing skills; record, tape and cassette vocabulary lessons tie in	
Books Filmstrips	EDL	*Learning 300 Communications Skills System* Tach-X; controlled reader, skimmer and scanner; filmstrips Levels 7-14 Individualized multi-media program Self-instructional	
Books Tapes	EDL	*Listening/Study Skill System* Levels 3-9 Correlated instruction in listening comprehension, content, area reading and study skills Combines Listen and Think tapes with Study Skills Library	
Records Workbooks	Fearon	*Audio-Lingual English* Drills to help basic sentence patterns of standard American English. Five units, 140 records/workbooks	
Kit	Field	*Cyclo Teacher Learning and School Kit* Programed kit Provides review, practice reinforcement in language arts, word attack skills, vocabulary, spelling, study skills, etc.	$ 42.50
Books	BRL	*M.W. Sullivan Reading Program* Series I, Books 1-4 Series II, Books 5-8 Programed beginning reading	$ 25.29 set
		M.W. Sullivan Reading Program Series III, Books 9-12 Series IV, Books 13-16 (Four books per series)	$ 12.00 set $ 1.49 ea.

Type	Publisher	Title and Description	Price
Books	BRL	*Sullivan Reading Program* 16 Correlated Readers for 1A-8A, 1B-8B	$ 16.00 set .99 ea.
Tapes	BRL	*Sullivan Reading Program* Tapes for Texts	$149.96
		Sullivan Reading Program Tapes for Readers 1-8	$ 74.98

LIST OF RECOMMENDED EQUIPMENT

Filmstrip Viewers	**Source**	**Approx. Cost**
Standard Filmstrip Previewer	Photo and Sound Co.	$ 24.95
Hudson's Prima Filmstrip Viewer	Photo and Sound Co.	$ 20.00
Dukane Cassette A-V Matic	Instructional Material Branch	$236.00
Study Mate 2 (rear screen)	IMED	$ 27.50
Audio Study Mate (sound; rear screen)	IMED	$ 89.95
Auto Vance II (automatic; sound; rear screen)	IMED	$124.95
Earphones		
Board-Approved *Electi-Fone 976*	Los Angeles City Schools Supply Catalog	$ 6.11
Electi-Fone	Instructional Material Branch	
Cassette Recorders		
Acoustifone 900	Los Angeles City Schools Equipment Catalog	$ 44.50
Hitachi playback recorder		$ 17.00
Reel-to-Reel Recorder		
Wollensak 1500	Los Angeles City Schools Equipment Catalog	$167.73
Cartridge Recorder		
Recorder	Educational Electronics	$127.00
Amplifier (playback only)		$102.00
D.C. power supply		$ 70.00
Installation		
Language Master *(Bell and Howell)*	Los Angeles City Schools Equipment Catalog	$250.00
AQR3 (student playback of pre-recorded cards)	IMED	$129.00
AQR4 (instructor/student record and playback)	IMED	$199.00

Craig Reader	Craig Corp.	$229.50
Craig Reader Kit A		$ 49.50
Craig Reader Kit B		$ 76.00
Skill Master *MCM Cassette Recorder*	Educators Publishing Service	$ 99.00
Controlled Reader Jr.	EDL – Coast Visual Education	$210.00

APPENDIX

H

PROFESSIONAL REFERENCES

This is a list of suggested references for use in establishing and maintaining a media center. The majority of the titles are available in the school library; in the Professional Library, housed at the Instructional Materials Center, Temple and Beaudry Streets; or in the public library. Some of the books are paper backs, and a few references are "idea books."

Academic Press. P.O. Box 125, Oshkosh, Wis.

Amids. 1003 Wilshire Blvd., Los Angeles.

Botts, Robert E., and Donald R. Reed. *Individualized Instruction*. Columbia, Mo.: Lucas Brothers Publishers, 1970. College Book Store, 3413 So. Hoover Blvd., Los Angeles 90007. $2.50

Cohen, Arthur M. *Objectives for College Courses*. 1970. Glencoe Press, 8701 Wilshire Blvd., Beverly Hills, Calif. 90211.

Directory of Self-Instructional Materials Used in the Junior College. Danforth Junior College Program. 1972. ERIC Clearinghouse for Junior College, 96 Powell Library, UCLA, Los Angeles 90024. Free

Drumheller, Sidney J. *Handbook for Curriculum Design for Individualized Instruction*. 1971. Educational Technology Publications, Inc. 140 Sylvan Ave., Englewood Cliffs, N.J. 07632 $8.95

EPM Educators Purchasing Master. Fisher Publishing Co., 3 W Princeton Ave., Englewood, Colo. 80110

Flanagan, John C., Robert F. Mager, and William M. Shanner. *Behavioral Objectives: Science, Social Studies, Mathematics, Language Arts: A Guide to Individualized Learning*. Four books 1971. Westinghouse Learning Corporation, 100 Park Ave., New York, N.Y. 10017 $49.50 per set.

Hendershot, Carl H. *Programmed Learning: A Bibliography of Programs and Presentation Devices*, Fifth Edition. 1972. Hendershot Programmed Learning Consultants, 4114 Ridgewood Ave., Bay City, Mich. 48706. $25.00

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APPENDIX

I

INTRODUCING PROGRAMED INSTRUCTION TO STUDENTS

A sample of how to introduce programed instruction to new students appears on the next page. Commercial samples are also available from some vendors, but you may prefer to develop your own introduction.

SAMPLE PROGRAM

Test your will power! Use a blank strip of paper, and cover up the answer column on the right-hand side of this page. Write your own answer to each question in the space below before uncovering the answer column to check your response. Watch for the hints in each statement, and note that each small blank is for one letter of the answer expected.

	Answer Column
	If you've missed, read the step over again. Check your spelling, too.
1. Programed materials permit you, as an **individual**, to work at your own speed, to move along, or to repeat when you need to do so. How long it takes to achieve a person's study objectives, then, depends upon each _ _ _ _ _ _ _ _ _ _.	1. individual
2. Programs are in many forms and are organized differently. Resources include books, teaching machines, kits, tapes, and audio-visual materials. Each author explains how his program works in his **instructions** to the student. You can get very mixed up if you don't **read the instructions** before you begin. To know how to use your program, you must _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _.	2. Read the instructions.
3. Small learning steps are presented in a planned order so you proceed slowly from easy steps to harder steps. Each step or frame is **numbered** to help you follow the planned instruction. It is most important to study the steps in their _ _ _ _ _ _ _ _ order.	3. numbered
4. Most steps ask questions or have blanks to be filled in so you can see if you've understood that step. Answers to the questions are nearby; your instructions will have told you where they are. **Hide the answers** from yourself until **you have written your own answer. Don't cheat yourself** of learning "on your own." If you look at the answers too soon, you'll be _.	4. cheating yourself of learning
5. **DON'T WRITE IN BOOKS!** Use scrap paper for your answers. **Before** you look at an answer, **write your own answer** on _ _ _ _ _, not in a book.	5. paper
6. To be sure you are **learning**, you'll take tests. (Sorry, there are no "nearby answers" for these.) The tests are by the same authors who wrote the programs to help you learn well. The purpose of the tests is to see if you are _ _ _ _ _ _ _ _ well.	6. learning

7. Study the Table of Contents of the program that you are using, and look for the author's directions on when to take tests. Knowing the **title** of your material is necessary to get the right book to study and then the right tests. Remember the _ _ _ _ _ of the program you are studying.

7. title

8. We wish you success with programed learning! Your **teacher** is most important in helping you on a **one-to-one** basis. Never hesitate to ask for help when you're confused. You may have to wait your turn; but when you don't understand, be sure you ask the _ _ _ _ _ _ _ for help.

8. teacher

WHODUNIT?

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